

EXTERNAL EVALUATION REPORT

**Ventura College
4667 Telegraph Road
Ventura, Ca 93003**

**A confidential report prepared for
The Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges**

**This report represents the findings of the External Evaluation Team that visited
Ventura College September 26 – September 29, 2016**

**Jill Board
Chair**

Note: this page shall be added to the team report noted below, immediately behind the cover page, and shall become part of the final evaluation report associated with the review.

List of Team Members

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Cosumnes River College

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District

Summary of the External Evaluation Report

INSTITUTION: Ventura College

DATES OF VISIT: September 26 – September 29, 2016

TEAM CHAIR: Ms. Jill Board

A twelve member accreditation team visited Ventura College (VC) September 26-29, 2016 for the purpose of determining whether the college continues to meet Accreditation Standards, Eligibility Requirements, Commission Policies, and USDE regulations. The team evaluated how well the college is achieving its stated purposes, providing recommendations for quality assurance and institutional improvement, and submitting recommendations to the Accrediting Commission for Community and Junior Colleges (ACCJC) regarding the accredited status of the College.

In preparation for the visit, the team chair attended a team chair training workshop on July 13, 2016 and, together with the team assistant, conducted a pre-visit to the campus on August 17, 2016. During the visit, the chair and assistant met with campus leadership and key personnel involved in the self-evaluation preparation process. The entire external evaluation team received training provided by staff from ACCJC on August 31, 2016.

The evaluation team received the college's self-evaluation document and related evidence several weeks prior to the visit. Team members found it to be a comprehensive document detailing the processes used by the college to address Recommendations from the previous External Evaluation Team visit, Eligibility Requirements, Commission Standards, and Commission Policies. The team confirmed that the self-evaluation report was compiled through broad participation by the entire college community, including faculty, staff, students, and administration. The team found that the college provided a thorough self-evaluation containing several self-identified action plans for institutional improvement.

The team began its work at VC on Tuesday, starting with an introduction to the college community at a reception and a campus tour. On Tuesday, September 27, team members visited VC's Santa Paula Campus.

During the evaluation visit, team members conducted formal meetings, interviews, and observations involving college employees, students, and board members. There were numerous less formal interactions with students and employees outside of officially scheduled interviews and there were also informal observations of classes and other learning venues. One open forum held on Wednesday afternoon provided members of the VC community opportunities to meet with members of the evaluation team.

The team reviewed numerous materials supporting the self-evaluation report in the team room and electronically, which included documents and evidence supporting how well the college met the Standards, Eligibility Requirements, Commission Policies, and USDE regulations. Evidence reviewed by the team included, but was not limited to, documents such as institutional plans,

program review procedures and reports, student learning outcomes evidence, distance education classes, college policies and procedures, enrollment information, committee minutes and materials, and college governance structure. The team viewed evidence and documentation through the college's intranet and by means of electronic copies provided on flash drives.

The team greatly appreciated the enthusiasm and support from the college employees throughout the visit. The team appreciated the assistance of key staff members who helped the team with requests for individual meetings and other needs throughout the evaluation process. Campus staff members met every request.

The team found a number of innovative and effective practices and programs and issued a number of commendations to the college. The team found the college satisfies all the Standards, Eligibility Requirements, Commission Policies, and USDE regulations, but issued some recommendations to increase the effectiveness of some of the ways its meets Standards.

Major Findings and Recommendations of the 2016 External Evaluation Team

College Commendations

College Commendation 1: The team commends the college’s significant dialogue, transparency, and authentic self-reflection as demonstrated in the high quality of its Institutional Self Evaluation Report reflecting (I.B.1, I.C.12, I.C.13).

College Commendation 2: The team commends the college for the support of innovative technology including hardware and software, website expansion, data dashboard, and training and support in distance education (II.A.1, II.A.7, III.A.14, III.C.4).

College Commendation 3: The team commends the college for its well-maintained and attractive grounds and facilities in a conducive educational learning environment despite the age of some facilities and continuing effect of the drought (III.B.1, III.B.2, III.B.3, III.B.4).

College Commendation 4: The team commends the college for the expanded inclusion of classified staff through defining the “9+1” within their governance structure (IV.A [all?]).

College Recommendations

College Recommendation 1 (Improvement): In order to increase effectiveness, the team recommends that the institution adopt unambiguous definitions of data elements used in its institution set standards. (I.A.2, I.B.3).

College Recommendation 2 (Improvement): In order to increase effectiveness, the team recommends that the Student Services program reviews be fully implemented in the college program review cycle (I.B.4, II.C.2).

College Recommendation 3 (Improvement): In order to increase effectiveness, the team recommends that the college and district consider various public and private funding sources, such as a local capital outlay bond, to upgrade and/or replace aging facilities (III.B.1, III.B.2, III.B.3, III.B.4).

District Recommendations

District Recommendation 1 (Compliance): In order to comply with the Standards, the teams recommend that the District include as a formal component of the evaluation processes for faculty, academic administrators, and other personnel directly responsible for student learning use of the results of assessments of learning outcomes to improve teaching and learning. (III.A.6).

Introduction

Ventura College was established as the first college in Ventura County in 1925, when a junior college department was added at Ventura Union High School. In 1952, Ventura Junior College was separated from the high school and became Ventura College, a two-year institution for the freshman and sophomore years of college.

In 1955, the college moved to its present 112-acre hillside campus at 4667 Telegraph Road in the eastern part of Ventura. In 1962, the voters of Ventura County authorized the formation of a community college district separate from any other public school entity.

In 1974, Ventura College began offering classes in Fillmore to serve the Santa Clara River Valley's predominantly Hispanic population. In 1980, the Santa Paula Vocational Center, later known as the East Campus, opened on Dean Drive in Santa Paula. In 2011, the satellite campus, now referred to as the Ventura College Santa Paula Site, moved to its current location on Faulkner Road.

In 2002, Ventura County voters passed Measure S, authorizing \$356 million general obligation bond to renovate and expand the campuses of the district's three colleges as well as the district training facilities for police, fire, and law enforcement officers.

Ventura College serves a diverse student body through both credit and non-credit offerings. The college offers associate in arts and associate in science degrees in 34 majors, along with 18 associate degrees for transfer. Students are also able to obtain an associate in arts degree in general studies, using one of three areas of emphasis to obtain the required units. In addition, the college offers certificates of achievement in 35 career and technical education fields and proficiency awards in 26 fields.

Over the past three years, the college has served approximately 13,000 students annually and claimed an average of 9,730 full-time equivalent students (FTES) each year. The Santa Paula Site served 398 students in 2014-15, down from a peak of approximately 600 in 2009. Over 3,200 students were served in distance education classes in fall 2015, recovering the enrollments lost in this mode from its peak before the Great Recession.

VC's accreditation was last reaffirmed in January 2011.

Eligibility Requirements

1. Authority

The team confirmed that Ventura College (VC) is authorized to operate as a post-secondary, degree-granting institution based on continuous accreditation by the Accrediting Commission for Community and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges (WASC). The ACCJC is a regional accrediting body recognized by the U.S. Department of Education and granted authority through the Higher Education Opportunity Act of 2008.

The college meets the ER.

2. Operational Status

The team confirmed that the college is operational and provided educational services to 13,085 unduplicated student enrollments within credit and non-credit courses for fall 2015. Of these enrolled students one-third were enrolled full-time (33.1%). Over 80% of students are pursuing educational goals that related to degree, certificate, or transfer.

The college meets the ER.

3. Degrees

The team confirmed that the overwhelming majority of courses offered lead to a degree and/or transfer. A majority of VC's students are enrolled in the 34 AA/AS degree or 18 Associate Degrees for Transfer programs offered at the college.

The college meets the ER.

4. Chief Executive Officer

The evaluation team confirmed that the governing board employs a president as the chief executive officer of VC. The CEO does not serve as a member of the board nor as the board president. The team found that the governing board vests requisite authority in the president to administer board policies. Since the last full accreditation visit, there has been a change in the CEO position, which was appropriately reported to the ACCJC.

The college meets the ER.

5. Financial Accountability

The team confirms that VC engages a qualified audit firm to conduct audits of all financial records. All audits are certified and all explanations or findings are documented appropriately. Audit reports are made publicly available.

The college meets the ER.

Checklist for Evaluating Compliance with Federal Regulations and Related Commission Policies

Public Notification of an Evaluation Team Visit and Third Party Comment

Evaluation Items:

- X The institution has made an appropriate and timely effort to solicit third party comment in advance of a comprehensive evaluation visit.
- X The institution cooperates with the evaluation team in any necessary follow-up related to the third party comment.
- X The institution demonstrates compliance with the Commission *Policy on Rights and Responsibilities of the Commission and Member Institutions* as to third party comment.

[Regulation citation: 602.23(b).]

Conclusion Check-Off (mark one):

- X The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
- _____ The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
- _____ The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative:

The team confirms that Ventura College is committed to complying with accreditation requirements, standards and policies. The institution has solicited third-party comment through open forums, email conversations, advisory meetings, and published documentation. In addition, Campus website postings related to accreditation status and the evaluation team visit provide links to all related documents in the interest of full public disclosure.

Standards and Performance with Respect to Student Achievement

Evaluation Items:

- X The institution has defined elements of student achievement performance across the institution, and has identified the expected measure of performance within each defined element. Course completion is included as one of these elements of student achievement. Other elements of student achievement performance for measurement have been determined as appropriate to the institution's mission.
- X The institution has defined elements of student achievement performance within each instructional program, and has identified the expected measure of performance within each defined element. The defined elements include, but are not limited to, job placement rates for program completers, and for programs in fields where licensure is required, the licensure examination passage rates for program completers.
- X The institution-set standards for programs and across the institution are relevant to guide self-evaluation and institutional improvement; the defined elements and expected performance levels are appropriate within higher education; the results are reported regularly across the campus; and the definition of elements and results are used in program-level and institution-wide planning to evaluate how well the institution fulfills

its mission, to determine needed changes, to allocating resources, and to make improvements.

- X The institution analyzes its performance as to the institution-set standards and as to student achievement, and takes appropriate measures in areas where its performance is not at the expected level.

[Regulation citations: 602.16(a)(1)(i); 602.17(f); 602.19 (a-e).]

Conclusion Check-Off (mark one):

- X The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements.
- _____ The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements, but that follow-up is recommended.
- _____ The team has reviewed the elements of this component and found the institution does not meet the Commission’s requirements.

Narrative:

The team confirms that Ventura College has established and assesses the degree to which it is achieving its institution-set standards for student achievement as well as for additional standards appropriate to its mission. The institution-set standards represent minimum standards equal to the 2008-2009 college performance and include course completion, degree completion, transfer, job placement, and licensure exam. Prior to the existence of the ISS, the institution had established thirteen Core Indicators of Effectiveness, also based on the institutional performance in 2008-2009, with additional metrics which include but are not limited to, retention and persistence further disaggregated into subcategories. All these metrics are regularly evaluated through annual program review, which includes prompts for analysis of performance relative to the baseline and offers opportunities to propose initiatives and request targeted resources to address the performance gaps. Institutional data and completed program reviews are published on the college’s Institutional Equity and Effectiveness website.

Credits, Program Length, and Tuition

Evaluation Items:

- X Credit hour assignments and degree program lengths are within the range of good practice in higher education (in policy and procedure).
- X The assignment of credit hours and degree program lengths is verified by the institution, and is reliable and accurate across classroom based courses, laboratory classes, distance education classes, and for courses that involve clinical practice (if applicable to the institution).
- X Tuition is consistent across degree programs (or there is a rational basis for any program-specific tuition).
- X Any clock hour conversions to credit hours adhere to the Department of Education’s conversion formula, both in policy and procedure, and in practice.
- X The institution demonstrates compliance with the Commission Policy on Institutional Degrees and Credits.

[Regulation citations: 600.2 (definition of credit hour); 602.16(a)(1)(viii); 602.24(e), (f); 668.2; 668.9.]

Conclusion Check-Off (mark one):

- X The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements.
- _____ The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements, but that follow-up is recommended.
- _____ The team has reviewed the elements of this component and found the institution does not meet the Commission’s requirements.

Narrative:

The team has examined evidence on site and verified that Ventura College is in compliance with ACCJC’s Policy on Credits, Program Length, and Tuition. The college has polices in place that clearly define credit, program length, and tuition parameters that are in compliance with accreditation policies and legal regulations.

Transfer Policies

Evaluation Items:

- X Transfer policies are appropriately disclosed to students and to the public.
 - X Policies contain information about the criteria the institution uses to accept credits for transfer.
 - X The institution complies with the Commission Policy on Transfer of Credit.
- [Regulation citations: 602.16(a)(1)(viii); 602.17(a)(3); 602.24(e); 668.43(a)(ii).]

Conclusion Check-Off (mark one):

- X The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements.
- _____ The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements, but that follow-up is recommended.
- _____ The team has reviewed the elements of this component and found the institution does not meet the Commission’s requirements.

Narrative:

The team has examined evidence on site and verified that Ventura College is in compliance with ACCJC’s Policy on Transfer Policies. Transfer policies are readily available to students and the public in both printed and electronic sources. Polices on transferring courses both to and from the college are clearly articulated.

Distance Education and Correspondence Education

Evaluation Items:

- X The institution has policies and procedures for defining and classifying a course as offered by distance education or correspondence education, in alignment with USDE definitions.
- X There is an accurate and consistent application of the policies and procedures for determining if a course is offered by distance education (with regular and substantive

interaction with the instructor, initiated by the instructor, and online activities are included as part of a student's grade) or correspondence education (online activities are primarily "paperwork related," including reading posted materials, posting homework and completing examinations, and interaction with the instructor is initiated by the student as needed).

- X The institution has appropriate means and consistently applies those means for verifying the identity of a student who participates in a distance education or correspondence education course or program, and for ensuring that student information is protected.
- X The technology infrastructure is sufficient to maintain and sustain the distance education and correspondence education offerings.
- X The institution demonstrates compliance with the Commission Policy on Distance Education and Correspondence Education.

[Regulation citations: 602.16(a)(1)(iv), (vi); 602.17(g); 668.38.]

Conclusion Check-Off (mark one):

- X The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
- _____ The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
- _____ The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative:

The team has examined evidence on site and verified that Ventura College is in compliance with ACCJC's Policy on Distance Education and Correspondence Education. Distance education courses are of high quality at the college, and instructors are highly trained in distance education delivery. The team confirmed that there is regular and effective interaction between instructor and students.

Student Complaints

Evaluation Items:

- X The institution has clear policies and procedures for handling student complaints, and the current policies and procedures are accessible to students in the college catalog and online.
- X The student complaint files for the previous six years (since the last comprehensive evaluation) are available; the files demonstrate accurate implementation of the complaint policies and procedures.
- X The team analysis of the student complaint files identifies any issues that may be indicative of the institution's noncompliance with any Accreditation Standards.
- X The institution posts on its website the names of associations, agencies and governmental bodies that accredit, approve, or license the institution and any of its programs, and provides contact information for filing complaints with such entities.
- X The institution demonstrates compliance with the Commission Policy on Representation of Accredited Status and the Policy on Student and Public Complaints Against Institutions.

[Regulation citations: 602.16(a)(1)(ix); 668.43.]

Conclusion Check-Off (mark one):

- The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
- The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
- The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative:

The team has examined evidence on site and verified that Ventura College is in compliance with ACCJC's Policy on Student Complaints. The institution has clear procedures for student complaints. The procedures are outlined in the college catalog, website, and in publications within the student services division. Complaints are logged and maintained within the student services division and shared appropriately with concerned parties.

Institutional Disclosure and Advertising and Recruitment Materials

Evaluation Items:

- The institution provides accurate, timely (current), and appropriately detailed information to students and the public about its programs, locations, and policies.
- The institution complies with the Commission Policy on Institutional Advertising, Student Recruitment, and Representation of Accredited Status.
- The institution provides required information concerning its accredited status as described above in the section on Student Complaints.

[Regulation citations: 602.16(a)(1)(vii); 668.6.]

Conclusion Check-Off (mark one):

- The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
- The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
- The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative:

The team has examined evidence on site and verified that Ventura College is in compliance with ACCJC's Policy on Institutional Disclosure and Advertising and Recruiting Materials. Information about programs, locations, and policies is communicated to students and the public via the college catalog, schedule of classes, and website. The catalog and website provide the status of accreditation. The college does not misrepresent program costs or job placement and employment opportunities, offer money in exchange for enrollment, or guarantee employment in order to recruit students. Scholarships are awarded based on specified criteria to support students in pursuit of their educational goals.

Title IV Compliance

Evaluation Items:

- X The institution has presented evidence on the required components of the Title IV Program, including findings from any audits and program or other review activities by the USDE.
- X The institution has addressed any issues raised by the USDE as to financial responsibility requirements, program record-keeping, etc. If issues were not timely addressed, the institution demonstrates it has the fiscal and administrative capacity to timely address issues in the future and to retain compliance with Title IV program requirements.
- X The institution's student loan default rates are within the acceptable range defined by the USDE. Remedial efforts have been undertaken when default rates near or meet a level outside the acceptable range.
- X Contractual relationships of the institution to offer or receive educational, library, and support services meet the Accreditation Standards and have been approved by the Commission through substantive change if required.
- X The institution demonstrates compliance with the Commission Policy on Contractual Relationships with Non-Regionally Accredited Organizations and the Policy on Institutional Compliance with Title IV.

[Regulation citations: 602.16(a)(1)(v); 602.16(a)(1)(x); 602.19(b); 668.5; 668.15; 668.16; 668.71 et seq.]

Conclusion Check-Off (mark one):

- X The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
- _____ The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
- _____ The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative:

The team has examined evidence on site and verified that the college demonstrates compliance with Federal Title IV regulations and maintains its loan default rate within acceptable limits defined by the USDE.

STANDARD I
MISSION, ACADEMIC QUALITY AND INSTITUTIONAL EFFECTIVENESS, AND
INSTITUTIONAL INTEGRITY

Standard I.A: Mission

General Observations

Ventura College has a mission statement that identifies the institution's strong commitment to student learning and achievement. The statement confirms that the institution collects and analyzes both qualitative and quantitative data and uses those findings to regularly evaluate, plan, implement and improve the quality of educational programs and services. The mission statement affirms the institution demonstrates integrity in all policies, actions and communication, adding that college and district personnel act honestly, ethically, and fairly in the performance of their duties.

Findings and Evidence

A review of the mission statement confirms it has appropriate scope to serve as the basis for all college planning, guiding decision-making, and resource distribution development. The college's broad educational purpose is described as being the "educational and cultural heart" of the community: developing human potential, creating an informed citizenry, and playing a proactive role in the education of the region. The intended student population is defined as those pursuing degree completion, occupational certification and workforce development, transfers, and basic skills; it recognizes its role as an open access institution, serving a highly diverse student body. It is a degree- and certificate-granting institution, conferring AA, AS, and AA-T degrees as well as certificates and other credentials. It places students at the core of the learning experience, using sustainable and continuous improvement of college services as a means towards student success and achievement (Standard I.A.1, ER 6).

Ventura College uses data to determine how effectively it is achieving its mission. The team confirmed the college recently established an Institutional Equity and Effectiveness (IEE) division and tasked the group with the generation, organization and assessment of data in order to provide campus constituents with diverse information used in decision-making at the campus. The institution uses a variety of data to generate reports for use in the annual program review process. In 2012, thirteen Core Indicators of Effectiveness were established to measure how well the broad educational purposes are being met as they are reflected in the mission statement. Core Indicator base lines are compiled annually by the Institutional Equity and Effectiveness Committee and analyzed by the College Planning Committee. The College Planning Committee establishes targets to direct institutional priorities in meeting the educational needs of students. Though the Core Indicators are comprehensive and comprehensible in the main, the team was confused by some use of terms ("retention," "persistence," and "completion" are each used twice to describe two different data elements) and suggests the college clarify this area.

The college has the organizational means and resources to sustain its use of data. In 2011, an Office of Institutional Effectiveness was created and a dean assigned part-time. In 2014, in

acknowledgement of the work load involved in research, integrated planning, program review, and institutional effectiveness, the dean became full-time. The following year, a research analyst was hired to augment efforts. Work began on a website redesign to better disseminate primary institutional reports for the purpose of furthering campus efforts toward educational goals and providing the public with easily accessed information on institutional effectiveness (Standard I.A.2).

The college's mission statement is aligned with institutional programs and services that support degree and certificate completion, transfer, workforce preparation, and basic skills. The college provides multiple modalities to accommodate the diverse student population while ensuring consistent rigor and academic expectations. Emerging distance education opportunities mirror their traditional counterparts in learning outcomes, time on tasks, textbook accompaniment, and curriculum content. A review of the evidence shows the mission statement is a guiding force behind the Educational Master Plan (once every 6 years), the Strategic Implementation Plan (once every 3 years), and Planning Parameters (annually)--and for their division and department program reviews. This unbroken chain ensures the mission's relevancy down to the level of resource allocation (Standard I.A.3).

Ventura College publishes the mission statement through the college catalog, the institutional website, and multiple public print materials. Prior to 2016, the mission statement was reviewed every three years. In 2016 the College Planning Committee modified the review sequence to align with the six-year review rotation of the Educational Master Plan. While the mission statement underwent significant revision in 2012, it again was reviewed in 2013 as part of a larger campus-wide effort to draft the college's vision and guiding principles. All resulting updated documents were board-approved in 2015 (Standard I.A.4, ER 6).

Conclusions

The college meets the Standard and ER 6.

Recommendation

College Recommendation 1 (Improvement): In order to increase effectiveness, the team recommends that the institution adopt unambiguous definitions of data elements used in its institution set standards. (I.A.2, I.B.3).

Standard I.B: Academic Quality and Institutional Effectiveness

General Observations

The team found that Ventura College (VC) uses qualitative and quantitative data to evaluate, plan, implement, and improve its educational programs and services. Under the coordination of the Institutional Equity and Effectiveness (IEE) unit, data are collected, assembled, and distributed to the appropriate departments and units. Broad-based dialogue about student learning outcomes, student equity, academic quality and institutional effectiveness occurs at the appropriate governance bodies and advisory groups and include major planning documents such as the Educational Master Plan, the Strategic Implementation Plan, and other subsidiary or state-mandated plans.

VC demonstrates strong commitment to data-driven dialogue, evaluation, and planning in support of its mission. Data are collected in support of defined and regularly assessed learning outcomes and Institution-Set Standards (ISS) for student achievement. In its regular evaluation processes, such as the annual program review process and the cyclical evaluation and revision of planning documents, the institution uses assessment data to inform discussions and improvement plans to support student learning and student achievement. The institution disaggregates data to gain deeper understanding of achievement gaps in subpopulation of students and by delivery mode. An impressive amount and variety of institutional data are available to the public on the IEE website and also communicated in forums, committee meetings and newsletters. Outcomes data are available in TracDat. Institutional data are an integral element in the continuous and systematic processes of program review, planning, and resource allocation at VC.

Findings and Evidence

VC engages in robust data-driven dialogue about student learning outcomes, student equity, student achievement and improving overall institutional effectiveness. Through evidence and on-site interviews, the team validated that dialogue is facilitated through institutional structures such as forums, departmental meetings, annual program review, and decision-making processes. Programs annually discuss performance relative to institutional metrics by engaging in the annual program review process, which includes discussion about equity, learning outcomes, and distance education and prompts departments to evaluate past action plans and justify future proposals. The team also validated that dialogue occurs at departmental meetings, in the dean's council, throughout the formal decision-making governance structure, and in college-wide forums. An important institutional effort in this area is the dialogue about student equity. In this area, the college has systematically engaged in dialogue through summits, workshops, and symposia about improving institutional practices to address identified equity gaps. Another area where institutional effectiveness improvements plans have resulted from the discussion and evaluation of data is related to improvements in the formal communication process and participatory governance. The institution has developed an action project as part of its QFE. (Standard I.B.1)

Ventura College has defined and regularly assesses student learning outcomes (SLO) for all its instructional and student and service unit outcomes (SUO) for its learning support services.

Instructional programs map their outcomes to the Institutional Student Learning Outcomes (ISLO) in communication and information competencies, scientific and quantitative reasoning, analytic inquiry skills, and ethical reasoning. The team confirmed that syllabi include information about SLOs and that this information is congruent with what is in the official Course Outline of Record. The team also confirmed that all courses in CurricUNET have defined SLO's and that assessment data for SLOs and SUOs are entered and tracked in TracDat, the institution's outcomes database. The institution ensures compliance with the outcomes assessment and reporting cycle, organized as a five-year cycle, through various procedures and guidelines, such as program review and local campus policies on resource allocation—for instance the “No SLO, No Dough” policy exercised by the Budget and Resource Committee. The campus SLO Advisory Group and the SLO facilitators promote the assessment of SLO/SUO by providing training and organizing forums such as “Bring Your Data Day.” The team found that the institution, through the program review templates, prompt departments and units to discuss SLO or SUO data and address any plans for improvements. (Standard I.B.2, ER 11)

The institution has defined standards for student achievement, as well additional standards appropriate to its mission, and assesses the degree to which it is achieving those metrics. The ISS represent minimum standards equal to the 2008-2009 college performance and include course completion, degree completion, transfer, job placement, and licensure exams pass rate. Prior to the existence of the ISS, the college had established thirteen Core Indicators of Effectiveness (CIE), also based on the institutional performance in 2008-2009, with additional metrics which include but are not limited to retention and persistence, further disaggregated into additional subcategories. These metrics are regularly evaluated at the program level through the annual program review process, which include prompts for analysis of performance relative to the baseline. Initiatives are proposed and resources requested to address the performance gaps. Interviews confirmed the metrics were added to in several stages since the 2009 Educational Master Plan, and the result has been a collection of measures with different nomenclatures. The college is aware of the need to increase clarity in this area and plans to evaluate its metrics as it embarks on the 2017 revision of the Educational Master Plan. Institutional data and completed program reviews are published on the college's IEE website. (Standard I.B.3, ER 11)

VC uses a broad arrange of data across programs and units in support of institutional processes leading to improvement in academic quality and institutional effectiveness. Comprehensive data packets are made available to program faculty and staff to inform their analyses of their program's effectiveness and the development of improvement plans. The institution has recognized the need for student services programs to present data in a uniform and systematic manner and is taking steps to integrate the student services data into the program review dashboard. (Standard I.B.4)

VC actively engages in program review in a systematic and sustained manner in pursuit of its educational mission. Goals and objectives are presented in the major planning documents, such as the 2009-2019 Educational Master Plan and the 2013-2016 Strategic Implementation Plan. An impressive array of qualitative and quantitative data is available in disaggregated format, including data on student achievement by program type and delivery mode. Program review templates prompt discussion of data related to SLO/SUO, ISS, and CIE. A random sample of completed program reviews provided evidence that allocation of resources is tied to a discussion

of the data. Qualitative data, such as those provided by different surveys, are elicited from various constituencies. The Formal Communication Survey, Satisfaction Survey, focus groups, and student surveys allow the institution to gather qualitative data that is used to improve program processes and practices. The team confirmed that the program review cycle was realigned in 2014 through the governance process into a three-year cycle in such a manner that every year one third of the programs undergo a comprehensive review. (Standard I.B.5)

The institution disaggregates data related to learning outcomes and student achievement for various subpopulations of students. Data are publicly available on the IEE website in a variety of reports, such as the Equity Dashboard. Disaggregated data are used to plan targeted intervention to address achievement gaps. For instance, interventions designed to close achievement gaps for Hispanic students used several reports produced by the college in connection with the Title V Velocidad Grant. Additionally, the Student Success Committee, created in 2015-2016 to coordinate resources and efforts of the three student-centered plans (Equity, Success, and Basic Skills), has identified performance gaps in placement rates in math and English for Hispanic students and has developed an action project captured in the QFE. Data are also collected and discussed in regards to methods of instruction. A gap between success rates in face-to-face versus distance education courses prompted renewed efforts in policies and professional development that has contributed to narrowing the gap between these two delivery modes. (Standard I.B.6)

The institution regularly evaluates its policies and practices across all units, including resource allocation and governance processes. The team verified that all departments self-evaluate through program review. Instructional and student learning and support programs evaluate effectiveness based on data on student achievement, student learning outcomes, and institution-set standards. The team found several examples of regular evaluations and adjustments made to increase effectiveness and quality, such as improvements in the Making Recommendations at Ventura College handbook approved in fall 2015 after a process of robust discussions among faculty, staff, and administrators and a thorough vetting by the appropriate governance bodies. At the end of the academic year, college committees self-evaluate against annual goals established at the start of the year. The Integrated Planning Manual is the main document that describes the processes for evaluation, program review, budget development, and allocation of resources. (Standard I.B.7)

VC broadly communicates the results of its assessments and evaluation activities in a variety of ways: through the IEE website, campus wide forums, and campus committees. The college president communicates regularly through forums and President's Office Newsletters. (Standard I.B.8)

The institution engages in continuous, broad-based, systematic evaluation, integrated planning and resource allocation in pursuit of its mission and improvement of institutional effectiveness and academic quality. The major planning documents, such as the long-range Educational Master Plan, the Strategic Implementation Plan, the Facilities Master Plan, and the Technology Master plan, ensure that robust, data-driven planning occurs on a continuous basis. The major documents that provide guidance to carry out the planning processes are the Integrated Planning Manual and the Making Recommendations handbook. Numerous reports on evaluation and

planning provide evidence that short-and long-term resource allocation decisions are supported by analysis and evaluation of planned metrics or goals. (Standard I.B.9, ER 19).

College Scorecard Comparison

Metrics from the Ventura’s USDE Scorecard were reviewed against the college’s Institutional Self-Evaluation Report and also discussed with the college’s dean of institutional equity and effectiveness. While some metrics in the Scorecard were close to similar data measured by the college (percentage of full- and part-time students were within 2.5 percentage points of each other), the USDE’s “150% Completion Rate (First Time Full Time within 3 years)” was vastly different from the metric tracked by VC. VC adheres to the methodology adopted by the California Community College Chancellor’s Office: percentage of students who completed at least 6 units in Math and English in the first 3 years who are then tracked over 6 years to see if they got a degree, certificate, or transferred. Very likely, the difference in results—over 20 percentage points—represents the large number of part-time students at VC or any community college who require more than 150% to complete programs.

The dean confirmed that most of the financial aid metrics can be reported by the college’s financial aid office. However, currently, the data is not used or useful to VC in annual reporting or integrated planning for the purposes of assessing college performance or educational quality.

Conclusion

The college meets the Standard and ER 11 and 19. The team commends the college’s significant dialogue, transparency, and authentic self-reflection as demonstrated in the high quality of its Institutional Self Evaluation Report reflection.

Recommendation

See College Recommendation 1

College Recommendation 2 (Improvement): In order to increase effectiveness, the team recommends that the Student Services program reviews be fully implemented in the college program review cycle. (I.B.4, II.C.2)

Standard I.C: Institutional Integrity

General Observations

Ventura College (VC) demonstrates a commitment to institutional integrity by providing accurate, relevant and easily accessible information related to prospective students, current students, campus personnel, and the surrounding community at large. Disseminated information on the mission of the college, its available academic programs and student services, and all pertinent planning objectives, is accessible through printed and digital means. The institution has established regular and meaningful reviews of policies, procedures, outcomes and resulting documents to ensure clear, honest, and up-to-date information. In addition, the college community is dedicated to student success and achievement providing a variety of avenues to assist students with educationally-related issues that include tuition costs, textbook access, career counseling, and gainful employment at the completion of their academic plan.

Across the VC campus, administrators, faculty, classified staff, and students have adopted a code of ethics that encourages all campus participants to perform in a manner that is honest, ethical, and fair. There is generally a positive attitude across the campus that reflects the quality of educational services and a campus-wide support for its instructional programs.

Findings and Evidence

VC provides students, prospective students, campus personnel and corresponding organizations with clear and accurate information related to all planning, outcomes, programs and services. The college's mission statement is available in the printed and digital versions of the catalog, on the campus website, and in related print materials. Accurate information regarding guidelines for educational programs and student support services is easily accessible on the website, and the corresponding information is updated regularly. Information is comprehensive and reviewed for accuracy and clarity by technical, academic, and administrative representatives. In spring 2017 the campus is scheduled to convene focus groups and conduct surveys to identify any necessary improvements to the website navigation system. (Standard I.C.1, ER 20)

The VC catalog provides current and comprehensive descriptions of services, programs, policies, and procedures. The team determined that the institution has established an annual catalog review process for accuracy and currency of content. Both the printed and digital catalog formats are supplemented by the schedule of courses, which contains up-to-date information about enrollment and onboarding policies, financial aid, and more. If necessary, an addendum is posted online that contains any additional information or corrections that occur after initial publication. (Standard I.C.2, ER 20)

Through the newly-established Office for Institutional Equity and Effectiveness, the VC community collects, assesses, and shares data relating to academic quality. The institution publishes the resulting information on the website providing evidence on program review, student learning outcomes, demographics, academic modalities and methodologies, and accreditation status. (Standard I.C.3, ER 19)

Through the catalog, the institution describes its degrees, certificates and other credentials in terms of their purpose, content, course requirements, and learning outcomes expectations. The digital format on the campus website also provides links to specific information on career opportunities, archived statistics on awarded degrees and certificates, academic programs, and corresponding course descriptions. For programs within the Career and Technical Education division, program brochures are additionally available to students and the interested public. (Standard I.C.4)

The institution reviews its policies, procedures, and publications regularly through an established governance process via committee structure to insure integrity across the college. The process is collegial and broad-based. The Academic Senate leads the campus on academic and professional matters. The Classified Senate advocates for campus staff on matters of participatory governance and interfaces with management in the implementation of goals and objectives. The Associated Students of Ventura College speaks on behalf of student-based concerns and interests. (Standard I.C.5)

A review of the website confirms that VC provides current and prospective students with a breadth of information regarding the institutional cost of education including tuition, fees, textbooks, instructional materials and other peripheral costs. Additional details on the college website include information on the campus bookstore, financial aid, scholarship and grant opportunities, and gainful employment information. The disseminated information is accurate and extensive and provides necessary information to students planning educational goals. (Standard I.C.6)

Board policy and administrative procedure BP/AP 4030 guide the college on academic freedom and professional responsibility. The board policies recognize that academic freedom is primary to educational dialogue, and necessary for the protection and support of the institution's faculty. The policies are published in the catalog and the campus website, and addressed in the full-time and part-time faculty handbooks. (Standard I.C.7, ER 13)

Board policies and administrative procedures BP/AP 5500, 5520, 5530, and 3900 ensure that the institution maintains a safe, respectful, and productive learning environment for all campus constituents. The college catalog and website include additional information about student conduct, discipline, rights and grievances, and speech. In addition, faculty have access to instructional technologies to assist in the detection of plagiarism and cheating. (Standard I.C.8)

Board policy and administrative procedure BP/AP provide guidance to faculty on distinguishing between personal conviction and professionally accepted views in their discipline. In addition, the Academic Senate has adopted the American Association of University Professors statement on professional ethics and published the language in the faculty handbook. (Standard I.C.9)

The college does not require conformity to specific codes of conduct other than the standards of student conduct and the ethics policies noted, nor does it offer curricula in foreign locations. (Standard I.C.10, I.C.11)

VC is committed to complying with accreditation Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure, as well as to abiding by the required processes. The District and college operate under an established board policy that describes the institution's intentions to comply with accreditation standards and corresponding processes. The college's website maintains information on the institution's accreditation status and provides documentation in the interest of full disclosure. In addition, VC has developed an Accreditation Steering Advisory Group that monitors compliance and coordinates the necessary reports. (Standard I.C.12, ER 21)

The institution communicates its accreditation status to all constituencies, both internal and external/private and public, in the catalog and on the website. A review of the evidence shows the college complies with regulations of external agencies in the areas of nursing, administration of justice, paramedic studies, and automotive. Intercollegiate sports programs are guided under board policies that ensure the compliance with CCCAA rules and regulations. In collaboration with county and state leadership, the college participates in the CalWORKS program and multiple Title 5 grants. Any and all institutional changes as they relate to these relationships are reported to the Commission, campus personnel, students, and the public. (Standard I.C.13, ER 21)

The team confirmed that the college does not have investors, related, or parent organizations requiring financial support, or external interests. (Standard I.C.14)

Conclusion

The college meets the Standard and ER 13, 19, 20, and 21.

STANDARD II INSTRUCTIONAL PROGRAMS, LIBRARY AND LEARNIG SUPPORT SERVICES, AND STUDENT SERVICES

Standard II.A: Instructional Programs

General Observations

The programs offered by Ventura College (VC) align with its mission of focusing on degree and certificate completion, transfer, workforce preparation, and basic skills. Courses are scheduled at a variety of times, in different formats, and in different modes and are scheduled so that students can complete programs of study within a reasonable time frame. The college is dedicated to improving student achievement and uses a variety of disaggregated data on student success to make improvements in instruction and services.

VC has done a considerable amount of work in the area of basic skills. Courses in remedial math and English are offered in extended, compressed, and accelerated formats, and students are offered an array of support services including library, tutoring, supplemental instruction, and counseling. The college has done well analyzing data on first-year students placed into remedial courses and using this data to design its Sail to Success program, which is being piloted this year. This program focuses on shortening the time students spend in remedial math and English courses. Students are highly encouraged to enroll full-time and take both math and English during their first semester. These students will receive a variety of support services to aid in success.

SLO's have been developed for all courses, programs, and services, and these are assessed, and reported on a regular basis. The college has functional curriculum and program review processes that require regular evaluation and reporting of SLO assessment and regular updating of courses.

The college awards credit based on student achievement of learning outcomes, and it adheres to the generally accepted standards and regulations concerning general education and major requirements.

Findings and Evidence

The college offers a wide variety of Associate Degrees, Associate Degrees for Transfer, Certificates of Achievement, and Proficiency Awards which are appropriate for an institution of higher education and to the college's mission of focusing on degree and certificate completion, transfer, workforce preparation, and basic skills. The team confirmed that all new and updated courses are examined by the technical review subcommittee of the curriculum committee for the purpose of ensuring their connection to the college mission; in addition, individual courses are mapped to institutional learning outcomes which are directly related to the mission. (Standard II.A.1, ER 9, ER 11)

Student learning outcomes (SLOs) have been developed for each course and are included on course outlines of record and course syllabi. The team reviewed a large number of syllabi during

the site visit, and SLOs were present on each syllabus examined. The Student Learning Outcome Advisory Group (SLOAG) supports faculty in developing and assessing SLOs. Faculty are expected to regularly assess SLOs and use these assessments for analyzing student success and making improvements. This is evidenced by the Faculty Handbook, which makes clear that faculty should include SLOs on their syllabi, discuss SLOs and SLO assessment with students, and assess SLOs. Furthermore, they are expected to use these assessments to improve programs and student learning. The Technical Review Group confirmed that SLOs are vetted at the faculty, department, and dean level, and then by the SLO Advisory Group. Finally the Curriculum Committee ensures that courses have appropriate SLOs in its review of new courses and course updates. SLOs and Service Unit Outcomes are mapped to program and institutional SLOs.

Faculty document course-level SLO assessment and subsequent analysis in TracDat and during the program review process. These activities and processes are focused on continuous improvement and on ensuring courses and programs are current and meet academic and professional standards. Conversations with the college's two SLO facilitators revealed that SLO assessment, discussion, and use for improvement have become common across the campus. SLO trainings and work sessions are part of every flex day, and discussion of SLOs is a standing item in every department meeting. Faculty are given ample one-on-one support from the facilitators if needed. (Standard II.A.2, II.A.3, ER 9, ER 11)

The college offers pre-collegiate courses in mathematics, English, English as a second language, and English for multilingual students. The college catalog describes all pre-collegiate courses as "Not applicable for degree credit." Courses are also identified as pre-collegiate on the course outline of record and coded as required by the state Chancellor's Office. The team confirmed that the college offers these courses in a variety of formats including traditional, extended, accelerated, and compressed. Students in pre-collegiate courses are supported by tutorial services, the Educational Assistance Center (EAC) program, and the Counselling Center. The college coordinates efforts to increase student success in pre-collegiate courses through the Basic Skills Advisory Group and the Student Success Committee. (Standard II.A.4)

The college's programs adhere to common practices and norms of higher education, Title 5 regulations, and the California Education Code. The college's curriculum committee ensures that all courses and programs are appropriate in length, breadth, depth, etc. The college's associate degrees require the completion of 60 semester units and a minimum of 18 semester units in the major as evidenced by a review of the catalog and Ventura County Community College District Administrative Procedure 4100 – Graduation Requirements for Degrees and Certificates. (Standard II.A.5)

Description of courses needed to complete degrees and certificates programs are contained in the college catalog. The college ensures that all courses necessary for degrees and certificates are offered over a two-year period. High demand courses are offered at a variety of times throughout the day and evening as well as online to provide students with convenient opportunities to enroll. The college is focused on completion, citing a 50.9% completion rate on its Student Success Scorecard. (Standard II.A.6)

VC offers courses at different locations including the Santa Paula Campus, hospital clinical sites, and local high schools. Courses are offered utilizing a variety of instructional methodologies and techniques including lecture, discussions, group work, presentations, guest speakers, service learning, etc. Instructional modes used in particular classes are listed on the course outlines of record. The college also has a robust distance education program offering online, hybrid, and web-enhanced courses. Two instructional designers support online education, and faculty are required to complete an online training program before teaching online. The Distance Education Advisory Committee confirmed that all current online faculty have participated in this in-house training. Data on achievement by different modes of instruction are disaggregated and examined by various committees, and the college is actively working to close the achievement gap between online and face-to-face instruction for different groups. Various services are offered to online students including online counseling, orientation, and tutorial services. Furthermore, the college is participating in the California Community Colleges Chancellor's Office Online Educational Initiative and is currently using both Desire to Learn and Canvas as its course management systems as it switches entirely to Canvas for spring 2017.

The college also offers courses in a variety of formats, e.g., traditional, accelerated, compressed, and extended, so students can choose from different formats depending on need and preference. Accelerated offerings will be increased in certain pre-collegiate courses in order to shorten the time students spend in non-degree-applicable coursework and as part of the college's Sail to Success initiative outlined in its Quality Focus Essay. (Standard II.A.7)

The college adheres to Federal and State regulations concerning class hours and the awarding of credit, and it bases the awarding of credit on the Carnegie Unit system. The technical review subcommittee of the curriculum committee ensures that hours proposed for each course are appropriate for the credit awarded for each course. Each semester the college's instructional data specialist checks that each course meets the required number of hours through an errors report run in the Banner system. (Standard II.A.8.)

Student success in courses depends on the achievement of each course's Student Learning Outcomes. The curriculum committee verifies that each course has appropriate SLOs and that credit is awarded for courses, degrees, and certificates based on SLO attainment. (Standard II.A.9)

VC's catalog contains clear information on the acceptance of transfer credit from other institutions as well as information on the transferability of college coursework to other institutions. A review of the evidence shows that articulation agreements are developed by the college's articulation office with input from the appropriate faculty. (Standard II.A.10)

The college has developed five Institutional/General Education Student Learning Outcomes: 1. Communication – Written, Oral, and Visual, 2. Reasoning – Scientific and Quantitative, 3. Critical Think and Problem Solving, 4. Information Literacy, and 5. Personal/Community Awareness and Academic/Career Responsibilities. These I/GESLOs address the requirements of the standard. Courses are mapped to individual I/GESLOs. I/GESLOs are assessed on a five-year cycle. (Standard II.A.11)

The college has developed a philosophy of general education that is clearly articulated in both board policy and the college catalog. This philosophy includes student proficiency in communication, mathematics, modes of inquiry in major disciplines, awareness of culture and times, ethics and self-understanding. Faculty, the articulation officer, and the curriculum committee determine the appropriateness and placement of individual courses into the general education requirements. (Standard II.A.12, ER 12)

A review of the college's Administrative Procedure 4100 confirms all associate degree programs must require at least 18 units of major and/or area coursework. There are program student learning outcomes for each of the 34 associate degrees and 18 associate degrees for transfer. These outcomes are developed by discipline faculty, have been vetted by the curriculum committee, and reflect key theories, concepts, and skills of the discipline. (Standard II.A.13)

VC offers a number of Career and Technical Education (CTE) programs such as Automotive Technology, Registered Nursing, Manufacturing, and Welding. A review of the advisory minutes show all programs have advisory committees made up of faculty and industry representatives to ensure that learning outcomes meet professional competencies and employment standards. The college administers a CTE employment outcomes survey annually to determine whether or not graduates have obtained employment and a higher wage after completing a CTE program at the college. (Standard II.A.14)

VC has policies in place that ensure that students can complete their educational programs in the event a program is eliminated or requirements are significantly changed. The program review process identifies problematic programs, and these programs are given the opportunity to address problems. Administrative Procedure 4021 requires that the college president, area dean, faculty, and academic senate president develop a plan to discontinue a program which includes a provision for students currently in the program for completion and/or transfer. Students who maintain continuous enrollment at VC retain catalog rights and complete program requirements in place when they began a program. (Standard II.A.15)

VC has a well-established program review process in which faculty regularly assess the quality and currency of the college's programs. The program review template includes prompts that target areas for improving student achievement, marketing, outreach, efficiency, services, and overall quality. (Standard II.A.16)

Conclusion

The college meets the Standard and ER 9, 11, and 12.

Standard II.B: Library and Learning Support Services

General Observations

Ventura College (VC) supports student learning and achievement by providing library and other learning support services to students and personnel responsible for student learning and support. The Library and Learning Resource Center (LRC) on the main campus contains a computer lab, library services, and tutorial services. There is a small library collection and a Learning Center on the Santa Paula campus that contains a computer lab. Faculty at the college participate in the selection of library materials, and their input is solicited each year in order to keep discipline collections current. The library and all learning services are evaluated regularly and the results are used to improve student learning.

Findings and Evidence

The college provides students with library and learning support services in a variety of ways. The library maintains a large collection of books, periodicals, and online databases. Other learning support services include the Learning Center, which houses a computer lab with discipline-specific educational software, a Tutoring Center, which offers traditional tutoring and supplemental instruction, a Math Center, and a Reading and Writing Center. The college also has begun offering online tutoring through NetTutor as a participant in the Online Education Initiative as a pilot institution. The library is staffed by two full-time librarians, six part-time librarians, and three classified staff. The college offers one-unit information literacy courses and library instruction/orientations at the request of discipline faculty.

A library and learning center at the Santa Paula campus has a small collection of materials, a reserve collection containing textbooks for classes offered, and a computer lab from which students can access the college's online holdings and tutorial service. As confirmed through a site visit and interviews, Santa Paula students needing reference assistance can call or email a librarian at the main campus. Faculty teaching in Santa Paula can also request library instruction, and a librarian from the main campus will come to the class at Santa Paula. As the institution has self-identified in the Institutional Self-Evaluation Report, reference and library instruction services to off-site students could be improved. The team recognizes through evidence, interviews, and observations that additional staff may be needed to improve services to Distance Education and the Santa Paula faculty and students. (Standard II.B.1, ER 17)

VC relies on its faculty and learning support services professionals to select materials and equipment to support student learning. Each semester instructors are asked for input regarding collection development in their discipline area. The library has collection development guidelines for books, databases, and periodicals that outline its philosophies and procedures for keeping the collection current. The librarians are responsible for keeping specific sections current: a weeding schedule ensures specific collections and different sections are reviewed every seven years. The library and the LRC work with the information technology professionals to ensure that technology resources are updated on a regular basis. (Standard II.B.2)

The library and LRC evaluate services that are offered to students, faculty, and staff through surveys, class evaluations, and assessment and evaluation of student learning outcomes (SLO) and service unit outcomes (SUO). The library offers an information competency course, the SLOs of which are assessed regularly on a rotation basis. SUOs have been developed for information literacy instruction, the Learning Center, the Supplemental Instruction Program, and Tutoring Center; these SUOs are assessed annually. The library administers an annual survey to faculty, staff, and managers to evaluate their impressions of the learning support services offered at the college. (Standard II.B.3)

Students at any of the three colleges in the district have access to printed books and periodicals at any of the others. The team confirmed that a formal memorandum of understanding for this universal borrowing has been in place since 2015. Through interviews, the team was also able to confirm VC maintains formal agreements for, and evaluates the use of, third party contracted resources such as databases. These resources are mostly purchased through the Community College League of California consortium. (Standard II.B.4)

Conclusion

The college meets the Standard and ER 17.

Standard II.C: Student Services

General Observations

Ventura College (VC) provides student support services to all students, regardless of location or means of delivery. Services are regularly evaluated and results are used to improve the next iteration. The college offers a full range of services for students, from orientation and assessments, to athletics, student co-curricular activities and clubs. Students receive services and participate in programs or activities according to their needs and interests, and feedback is gathered from students to assess effectiveness.

Recently, VC experienced a change in leadership and structure that affected Student Affairs. A new vice president of student affairs (VPSA) was hired in July 2016 and a dean of student services is currently in recruitment. The VPSA is serving in both capacities until the position is hired. The college previously had an executive vice president who served as both the chief student services and chief instructional officer. VC recently formed a Student Success committee which aligned the various state-mandated student success initiatives (Student Success and Support Program, Student Equity, and Basic Skills Initiative), and these activities were discussed and presented at the College Planning Council. The committee developed and prioritized programs to be implemented for the fall of 2016.

The college works deliberately to offer services equitably, for example by customizing workshops to specific student populations, maintaining a robust web presence for each student service program, and providing essential support services at the Santa Paula site. The team appreciated the wide variety of support services VC offers students to help them achieve their educational goals, and for the evident integration in the student services area of the college's mission, vision, and guiding principles.

Findings and Evidence

The quality of student services is evaluated primarily through program review, outcomes assessment, and a variety of assessment surveys. A review of the evidence shows that student perception surveys, point-of-services survey, and quality service surveys are all administered on ongoing cycles, as is the college's participation in the Community College Survey of Student Engagement. Student feedback gathered from surveys shows very positive responses to services received and is incorporated into student services program reviews, which is used to comprehensively assess programs and services. In the past, the student services units have used the same program review template as instructional programs, and those student services programs which offer courses had enrollment data available for the program review process. Responding to the request from student services staff for a more useful template, the college's Institutional Equity and Effectiveness Office recently implemented a new format to complete program review, launched a dashboard (Tableau), and began work on data collection challenges. Because of this change and because of staffing transitions, some areas within student services have not fully transitioned to the new format and process and completed recent program reviews.

The team affirmed that this assessment of programs has led to quality improvement. Counseling faculty used their recent program review to evaluate their course offerings and as a result made revisions in curriculum to increase the success of students. The purpose of these courses is to increase the success of students and required faculty to undergo a major revision of courses in curriculum. Another endeavor undertaken by student services as a result of the program review process is to host “Major Talks” where students gather to discuss a featured academic major along with graduates of the program, faculty, counselors and community advisors. Conversations with the Dean’s Council underscored that the new VPSA is bringing renewed focus to intentional alignment of student services with student success and the ”Six Success Factors.” Additionally, when sitting in on a Counseling Department meeting, the team observed the presentations by counselors that highlighted the variety of ways that services are being tailored to meet the needs of students, and the success of programs. A “Student Success Day” was scheduled to provide students with access to college services, connect students to the campus, and support retention through engagement. Student feedback gathered from point-of-service satisfaction surveys, shows very positive responses to services received. (Standard II.C.1, ER 15)

Outcomes in student services are tracked at the institutional, program, student learning, and service unit level. Unlike instructional programs that assess course-level outcomes on a five year cycle, student services unit outcomes are reviewed annually. (Standard I.C.2)

VC provides comprehensive and equitable student support services. The college offers appropriate, centrally located and comprehensive student support services such as Admissions and Records, Assessment, California Work Opportunities and Responsibility to Kids (CalWORKs), Transfer and Career Center, Child Care Center, Counseling, Disabled Students Programs and Services (DSPS) through the Educational Assistance Center (EAC), Extended Opportunities and Program Services (EOPS), Financial Aid, Freshman Year Experience, Mathematics Engineering Science Achievement (MESA), Outreach Services, Student Activities and Clubs, Student Government, Student Health Center, Veterans’ Services, and the Student Connect/Information Center. Specifically, the team found that the student services departments’ implementation of many new initiatives, such as the Freshman Year Experience, highlights the institution’s commitment to student success.

The student services departments are available to day and evening students for in-person support and online. The college is proactively providing and integrating technology for students in order to support student learning regardless of location. Students are able to access services 24/7 via the student MyVCCCD portal and VCCCD/Ventura College website. The Student Connect Center provides information and support for new and continuing students. Staff are available to assist students with the application, registration process, tours, and to recommend them to support services on campus. The counseling staff meets weekly to discuss relevant and current information which is disseminated to students. Counselors also use three hours per week for professional growth, transfer assistance, articulation and college/high school visitation.

The college provides some support services at the Santa Paula extension site and has implemented workshops and activities to support new and continuing students within the service area. At the Santa Paula site, VC offers a core set of essential support services which include Admission and Counseling services, Tutoring services, a Learning Resource Center, and a small

lending library. The college provides services to high school students in its service area. For example, supplemental college orientation, counseling, financial aid assistance, educational planning and registration for graduating high school students was provided through “Pirate Fridays.” (Standard II.C.3, ER 15)

Co-curricular and athletic programs are suited to the institution’s mission and contribute to the social and cultural dimensions of the college’s educational experience. VC offers 19 intercollegiate athletic teams (10 female and nine males). The college provides support systems for its athletes and strictly monitors athletic eligibility. The Associated Students of Ventura College (ASVC) consists of 14 officers who provide co-curricular programming with approximately 17-23 active clubs. A recently approved student activity fee has provided ASVC with the opportunity to provide quality student support programs which support the institution’s mission. An example of this is a “Feed a Pirate” food pantry which provides free bags of groceries to Ventura College students. The team found that the athletics programs and co-curricular programs and activities operate effectively and contribute to the social and cultural dimensions of the educational experience of students. (Standard II.C.4)

VC provides counseling and academic advising programs to support student development. The counseling area offers career sessions for new students who have completed the orientation. The online DegreeWorks educational plans provide students with the ability to view their educational plans and pathways at any time (24/7). New students receive degree, certificate, and transfer and workforce development information assistance through completion of the mandated core services (orientation, assessment, and abbreviated educational plan). Priority registration is provided to all students who complete the Student Success and Support core services. The college has 13 pathways designed to articulate career relevant curricula with real world, industry-based projects for each pathway course through the VC Innovates collaboration. (Standard II.C.5)

The college adheres to district admissions policies (Ventura County Community College District board policy BP 5010) and state regulations which are consistent with its mission as a comprehensive community college. These policies include providing admission for high school special admission or high school dual enrollment, high school graduates, those possessing a high school proficiency certificate, GED score, or any adult who may benefit from instruction. The intent of special admissions is to provide to minors and others who can benefit from college courses the opportunity to take courses that are not available through their primary school. The team affirmed that these policies are clearly delineated in the catalog and on the college website. (Standard II.C.6, ER 16)

The institution utilizes the College Test for English Placement (CTEP) for English placement and Mathematics Diagnostic Testing Project (MDTP) for math placement. The team affirmed that the CTEP was validated by the state Chancellor’s Office in 2012 and MDTP in 2014. The institution utilizes multiple measures to assist students in placing into the highest level English and Math courses. (Standard II.C.7)

The college adheres to strict regulations and procedures concerning student records. Student records are maintained in a manner to ensure the privacy of such records pursuant to FERPA, California Education Code, Title 5 and Board policy. The institution maintains and secures

student records and provides appropriate notifications. Online training for new staff and ongoing updates for staff and faculty provided by the registrar ensure the proper handling of student records. The annual FERPA notification regarding the release of student records is available on the admissions and records webpage and the college catalog. Security access to edit or change data is assigned by the registrar to employees and monitored to protect data safety. The offices of admissions and records and financial aid use content management system “OnBase” to store records electronically. The student database records are backed up nightly by the district which are then stored offsite. A review of the evidence shows that the institution maintains records permanently, securely, and confidentially, with provisions for secure backup of all files, regardless of the form in which those files are maintained: FERPA, Privacy Rights, active student records, student database records, ordering of transcripts, enrollment applications (CCCApply), HIPPA, and information regarding the release of student records. (Standard II.C.8)

Conclusions

The college meets the Standard and ER 15 and 16.

Recommendations

See College Recommendation 2

STANDARD III RESOURCES

Standard III.A: Human Resources

General Observations

Ventura College (VC) offers high-quality educational programs and services through careful selection of administrators, faculty, and staff. The college selects and employs qualified personnel through defined processes and fully examined rubrics. Job descriptions, screening and hiring criteria, and evaluations of employees reflect the Mission, vision, and guiding principles and contribute to an excellent teaching and learning environment.

Overall, the college is systematically meeting the Accreditation Standards and Eligibility Requirements. Many well-defined processes are in place for hiring, evaluating, and developing the faculty and staff. During this accreditation cycle, many new members have joined the administrative team, and they have also hired a number of new faculty and classified staff. The college culture has adapted and embraced these changes with energy and enthusiasm. The focus on student success is evident in the documentation, on the website, and across the campus.

Findings and Evidence

VC employs skilled faculty, staff, and administrators to ensure programs and services are of high quality and integrity. The team confirmed that job descriptions are vetted and reviewed before being posted. The college uses well-defined processes and approved procedures for hiring each of the employee groups, adhering to requirements of California Education Code and Title 5, and ensuring selection criteria and interview questions are based on the job description. Human Resources (HR) determines eligibility for all applicants, prior to sending them to the college for interview consideration. (Standard III.A.1)

A review of the evidence shows that distance mediated instruction, work on student learning outcomes (SLO's), and work on curriculum are listed as probable responsibilities in currently posted faculty job descriptions. Applicants are screened for interviews based on predetermined criteria, and interviews for faculty regularly include a presentation to ensure candidates are qualified in discipline expertise and teaching skills. Second level interviews are held by the college president, and references are checked prior to job offers. A trained screening committee facilitator serves to assure hiring procedures are consistent and equitable. (Standard III.A.2, ER 14)

Administrators and all employees for educational programs possess necessary qualifications to perform their jobs. Administrative Policy 7120 ensures that all constituency groups are represented on the screening committee. The trained facilitator receives training through HR. The training is currently being revamped to include a comprehensive checklist for the entire process, which was provided by HR for the team's review. Thorough reference checks are performed, with outside firms sometimes employed to assist in the search for upper management positions. (Standard III.A.3)

Faculty meet Minimum Qualifications established by the state for each discipline or equivalency. Interviews with the vice chancellor of HR and the academic senate president separately confirmed that equivalencies for the Minimum Qualifications can present a roadblock to effective hiring at times. In efforts to mitigate this, the online application now includes directives to applicants who may need to request an equivalency to avoid automatically screening out prospective candidates. Other avenues to expedite the hiring process are also being explored and implemented through the District Committee on Human Resources (DCHR). With the Senates, the DCHR is working to establish pre-determined equivalencies for certain disciplines particularly challenging to staff. U.S. transcripts are analyzed by DegreeVerify to ensure the institutions are valid and accredited. Foreign transcripts are evaluated and granted equivalency using the National Association of Credential Evaluation Services. (Standard III.A.4)

The institution ensures the effectiveness of its human resources by conducting regular and systematic evaluations. There are specific, written criteria for evaluating all personnel, including staff, faculty, and administrators. Faculty and classified evaluation processes and evaluation forms are governed by collective bargaining agreements. Administrators are evaluated according to procedures outlined and posted by HR. Feedback is gathered from their peers, subordinates, and superiors. (Standard III.A.5)

The evaluation survey form for faculty is lengthy (8 pages) but does not explicitly gather information about how faculty use the results of the assessment of SLOs to improve teaching and learning. This is part of the collective bargaining agreement that should be included in the next negotiation at a district level. The Institutional Self-Evaluation Report (ISER) states that conversations about assessments and the use of results are part of department and division meetings. The team observed and received evidence of SLO use in resource allocation and college planning processes, such as the College Planning Council's "No SLO, No Dough" rubric with regard to program review. This rubric includes assessments of the SLOs. In a random selection and review of personnel files for five part-time faculty, ten full-time faculty, and three administrators at the District, the team made the following observations. The forms for administrators and faculty do not include a section for learning outcomes. Out of all sample evaluations, only one administrator included information about using the results of the assessment of learning outcomes to improve teaching and learning. (Standard III.A.6)

The institution has sufficient qualified faculty, both full time and part-time, to provide quality educational programs and services for the students. A faculty handbook, available online, provides comprehensive information about best practices, policies and regulations pertaining to professional expectations in the institution. The ISER shows the total FTEF and number of full and part-time faculty is sufficient and that the college meets its Faculty Obligation Number. The Rubric for Evaluating Faculty Requests is well developed, and interviews with the academic senate president and secretary confirm that determining priorities for hiring new full-time faculty is a thoughtful process. (Standard III.A.7, ER 14)

Part-time faculty are encouraged to participate in the life of the college throughout the semester. The Part-time Faculty Handbook was recently revised, resulting in one faculty handbook for all.

Opportunities are provided for orientation, oversight and mentoring, evaluation, and professional development. (Standard III.A.8)

The ISER states that there are sufficient staff to support the effective operations of the college, although it also shows that the number of classified employees is still lower than pre-recession levels of 2008. Hiring is slowly occurring with the advent of some new funding streams. A Classified Hiring Flowchart shows the approved process for requesting a new classified staff position. (Standard III.A.9, ER 8)

Between fall 2013 and fall 2015, the institution engaged in administrative reorganization, and added two administrator positions to better support institutional effectiveness, student learning outcomes assessment processes, and new state mandates particularly for student services. With 16 administrative positions and 10 classified supervisor positions today, the college still has four fewer administrators than in 2008, but the new organizational structure is reported to be serving the community well. (Standard III.A.10, ER 8)

Board policies, the Agreement Between VCCCD and AFT Local 1828, Article 16, and the Agreement Between VCCCD and SEIU Local 99, Article XVI, define employee requirements and expectations and ensure equitable treatment. Managers are trained in human resource topics, through both an outside training group and through an internal management training program. LEAD (Learn, Empower, Achieve, Development) Training is held quarterly for all leadership from supervisors to presidents. Grievance processes are defined through collective bargaining and in the Personnel Commission rules. (Standard III.A.11)

The college and District support their diverse personnel through its programs and practices and seek to expand on that diversity. Administrative procedures and an Equal Employment Opportunity Advisory Committee support employment equity. In addition to the traditional advertisement listings for higher education, the “diversity package” with JobElephant.com is now being used by the District, according to an interview with the vice chancellor of HR. A “Diversity Dashboard” on the website graphically displays the trends and demographics in all employee groups. (Standard III.A.12)

The district Board of Trustees Board Policy 7205 outlines its code of ethics, and AP 7205 is listed in the faculty handbook under Ethics. Each of the three employee groups on campus adopted a distinct code of ethics. Minutes were provided from both an academic senate meeting and a management meeting which documented discussions and formal adoption of these codes: American Association of University Professors (AAUP) code of ethics by faculty, and the Association of California Community College Administrators (ACCCA) code of ethics by management. The Classified Senate webpage prominently displays its ethics statement. (Standard III.A.13)

Evidence shows that professional development activities are available for all personnel. Point-of service surveys or evaluations are conducted to gather feedback for improvement. The college and District offer many opportunities for institutional trainings and activities pertinent to the needs of the workplace such as business practices, training on software, conflict management, and more. Classified staff are provided up to 3.5 hours per week of release time to take classes,

per the collective bargaining agreement. A subcommittee of the Academic Senate, the Professional Development Advisory Group, offers a variety of activities to support faculty improvement and growth. In the case of teaching distance education, faculty are required to attend extensive training before they are assigned an online or hybrid course. This practice promotes excellent quality online instruction, evidenced by a closing of the student success gap between on ground course offerings and online course offerings to only 1.4%. Trainings for distance education faculty are offered onsite, online, and in varying lengths of time, from individual sessions, to full, multi-session classes. Training includes a wide variety of offerings from beginning online instruction basics, to advanced topics. Multi-media, ADA compliance, end-user experience, and best practices in online teaching are examples of some of the trainings. Online faculty are listed on the webpage with badges by their names to show the various training they have received which qualifies them as online educators. (Standard III.A.14)

Personnel files are maintained securely at the district office, using a process prescribed by collective bargaining. (Standard III.A.15).

Conclusions

The college does not meet the Standard. The college does meet ER 8 and 14.

Recommendation

District Recommendation 1 (Compliance): In order to comply with the Standards, the teams recommend that the District include as a formal component of the evaluation processes for faculty, academic administrators, and other personnel directly responsible for student learning use of the results of assessments of learning outcomes to improve teaching and learning. (III.A.6)

Standard III.B: Physical Resources

General Observations

The college consists of a main campus consisting of 40 buildings residing on 112 acres with 614,391 gross square footage with 431,605 of assignable square footage. In addition, the college operates a center in Santa Paula. The Santa Paula facility is a leased facility with 10,000 square feet of space. The college also provides instruction at seven local high schools providing 6,000 square feet of space. These facilities support instructional and student support programs for 14,500 students. The buildings are old, many built in the 1950s and 1960s. In 2002 the Ventura Community College District passed bond Measure S that has allowed for new construction and rehabilitation of many facilities on the campus. The District's Measure S construction program is nearly complete. The college still has a considerable need for upgrade and/or replacement of many significantly aged facilities.

The college has integrated internal oversight committees to assist in ensuring that facilities meet state and federal building codes. In addition, day to day safety of students attending all of its campus locations is met with coordination and collaboration between the college's Services Department and District Police Department. The college's facilities planning process is integrated with the overall planning process where the Educational Master Plan (EMP) and Program Review drive the Facilities Master Plan (FMP). There are additional plans required for state regulatory and local purposes that are informed by the FMP. The college provides a safe and conducive learning environment for its students at all of its operating facilities.

Findings and Evidence

College facilities are built in compliance with all Federal and State regulations for buildings. This includes facilities built to meet the State Division of Architects safety requirements and American with Disabilities Act (ADA). The college utilizes a combination of committees in coordination with qualified maintenance and public safety staff and administrators to ensure facilities are safe and meet the needs of the college's students—in particular, the Facilities Oversight Advisory Group (FOG) and the Safety and Wellness Workgroup (SWW). The FOG develops and oversees the vision of campus facilities, including aesthetics, locations of buildings, blending of new facilities into the current scheme of architecture, and student/public expectations and experiences. In addition, the FOG provides oversight and makes recommendations regarding the exterior design of facilities projects, including structural configuration, color schemes, signage, landscape, walkways, and general campus orientation. The SWW aids and advises both management and employees on matters of safety and health pertaining to college operations. It also reviews accidents, discovers unsafe conditions and practices, and provides recommendations for preventing future occurrences and/or correcting unsafe conditions. In addition, the SWW provides educational safety information for all staff and evaluates the progress of the college's accident prevention efforts. In a meeting with the Student Government Association, student representatives indicated that they generally feel safe on the campus. However, several students indicated that there are some areas on campus where lighting should be improved at night. One area of specific note was the area surrounding the Child

Development Center facility. The college should consider conducting an evaluation of its evening lighting throughout the campus.

The College Services Department, in collaboration with the District Police Department, is responsible for developing and integrating appropriate emergency response plans and procedures and for ensuring compliance with relevant state and federal laws. The website for the District Police Department provides links to instructions for responding to hazardous material spills, explosions, utility failures, gas leaks, fires, earthquakes, civil disturbances, terrorist attacks, and other emergencies. Flip charts are posted in each college classroom and provide abbreviated versions of these instructions, along with evacuation maps. In the case of a major emergency, the vice president of business and administrative services acts as incident commander for emergency operations. He chairs the Emergency Response Team comprised of management, faculty, and staff serving in various capacities. In the event of an emergency, the incident commander activates the EOC; emergency notifications and plans are then set in place via the command center. An emergency broadcast system is in place that can send broadcasts via telephone/cellphone, email, text, and/or loudspeaker. The college utilizes programs offered by the District's insurance company, Statewide Association of Community Colleges, to perform a detailed property and liability safety inspection of the campuses every two years, with follow-up documentation and annual follow-up visits. The District's Police Department provides extensive coverage on the main campus and Santa Paula Center correlating to core times when students and staff are on site. The District Police Department also has a very good website providing contact information for any type of emergency.

The District utilizes a typical planning model of the EMP and program review informing the development of the FMP. The FOG oversees the FMP. As part of the annual planning, program review, and budget allocation cycle, the FOG receives requests for facilities improvements and campus use and development from the College Planning Council (CPC) and other interested parties and creates an implementation plan to advance these requests. SWC-identified safety needs are also incorporated into this planning process. The college also utilizes the state's facilities planning process with updates to the college's portion of the state Five Year Capital Outlay Plan, Five Year Scheduled Maintenance and Special Repairs Plan, and Space Inventory and Five Year Construction Plan, to further inform its facilities planning and safety requirements.

The Facilities, Maintenance and Operations Department (FMO) utilizes an online maintenance request form to track ongoing facilities issues. This information further informs the facilities planning process. The FMO also works closely with Educational Assistance Center staff and FOG to ensure compliance with the ADA. To ensure continued emphasis on accessibility, FOG adopted "universal design" as one of the guiding principles of the Facilities Master Plan which is utilized to ensure ADA compliance issues are anticipated and addressed with new major facilities projects. (Standard III B.1)

The vice president of business and administrative services, supervisor of maintenance of operations, and FOG are responsible for coordinating oversight of facilities and equipment. The college uses the FMP as its primary guideline for the development of capital facilities plans. The college works in collaboration with the District to meet its facilities needs. Facility modifications

and instructional equipment needs are identified through the program review process which prioritizes the needs and forwards recommendations to the college president for approval for implementation.

The college also uses the state chancellor's Fusion program to assist in facilities assessment, planning, project management, and evaluation. The Fusion database provides a quick, simple, and accurate method for inventorying, estimating, and tracking facility deficiencies. The college has also developed a database of its equipment and furniture inventory. Divisions are required annually to update their portion of the equipment and furniture inventory. Facilities information contained in the Fusion database and the college's equipment and furniture inventory allow the college to plan the most efficient manner for replacement when funding is available. The college uses general fund and designated funds such as Measure S funds, Proposition 39 funds, and State Instructional Equipment and Scheduled Maintenance funds for these purposes. In addition, the college has established a deferred maintenance fund for paying for major facilities (parking lots, new roofs, etc.) or pieces of equipment (air conditioning units, boilers, etc.) that are periodically needing major repair or replacement. Facilities utilization also informs the development of the class schedule each year, assisting in developing schedules that efficiently utilize the facilities. (Standard III B.2)

The college relies on the state's annual Space Inventory and Five Year Capital Outlay Plan as the mechanisms for reviewing facilities needs. The college also utilizes the state's facilities assessment reviews conducted every three years. Program review identifies small scale facilities and equipment needs necessary to meeting program objectives. The college's EMP identifies facilities and space needs projected for the next 15 years. This becomes the basis for the colleges FMP. Campus stakeholders are extensively involved in facilities issues, ranging from trip hazards to the need for a new facility. Requests for facilities improvements are reviewed by the Administrative Council, the SWC, and FOG. The Budget Resource Committee (BRC) and the CPC are involved to the degree that facilities or equipment requests require additional funds. (Standard III.B.3)

The college utilizes the EMP, FMP, annual Space Inventory and Five Year Capital Outlay planning processes to inform long term facility's needs. The college utilizes the District Allocation Model and the three college committees of BRC, FOG, and Technology Advisory Group to address the total cost of ownership (TCO). The allocation model sets aside a designated ongoing revenue stream to address:

- Scheduled maintenance and capital furniture (including classroom, faculty and administration)
- Library materials and databases
- Instructional and non-instructional equipment
- Technology refresh (hardware and software)
- Other (restricted to one-time and not on-going expenditures, such as new program/process start-up costs, staff innovation, and program-specific accreditation)

After the completion of annual program reviews, a compiled list of needs is submitted for review to the BRC by the FOG and the Technology Advisory Group rated as to degree of need. This data is then forwarded to CPC and the administration for decisions on projects to be funded.

The District also monitors its equipment utilizing a fixed asset program which is part of the Banner system that is integrated with the District's purchasing system. This system generates tags which are applied at the college and district warehouse to equipment and furniture as required. (Standard III.B.4)

Conclusion

The college meets the Standard. The team commends the college for its well-maintained and attractive grounds and facilities in a conducive educational learning environment despite the age of some facilities and continuing effect of the drought. (III.B.1, III.B.2, III.B.3, III.B.4)

Recommendation

College Recommendation 3 (Improvement): In order to increase effectiveness, the team recommends that the college and District consider various public and private funding sources, such as a local capital outlay bond, to upgrade and/or replace aging facilities. (III.B.1, III.B.2, III.B.3, III.B.4)

Standard III.C: Technology Resources

General Observations

Ventura College engages in regular reflection and formal processes to ensure the information technology (IT) offered is kept up-to-date and secure. Technology is utilized to support the operational functions of the college, student support services, and teaching and learning.

Ventura College provides appropriate and adequate technology for all constituent groups in the organization, including staff and administration, faculty and students. They work with the District IT staff to plan for technology, to maintain, secure, and improve the existing technical infrastructure, and to enhance and upgrade with new, dynamic technologies as resources allow.

Findings and Evidence

Technology services, professional support, facilities, hardware, and software are adequate and appropriate. A District Technology Plan provides guidance and processes for supporting all colleges and outreach sites with enterprise-wide systems, including a portal for students and employees (Ellucian), enterprise resource system (Banner), learning management system (currently D2L and Canvas, but phasing out D2L), academic advising (DegreeWorks), and many more. District Technology Services plans and takes responsibility for the technology infrastructure, including backup servers, the network backbone, and a secure datacenter. In addition to the District Technology Plan document, which is a multi-year plan, decisions are guided by the Administrative Technology Advisory Group (ATAG). ATAG is led by the associate vice chancellor of information technology and includes representatives from all campuses. Priorities and available resources for new projects are discussed here or in the Instructional Technology Advisory Committee (ITAC). ITAC focuses on technologies pertaining to teaching and learning. Systems and plans are in place to ensure the technology is secure, backed-up, and recoverable in case of disaster. (Standard III.C.1)

The college Strategic Technology Plan guides technology services for the campus, forecasting hardware and software needs over a three year period. IT maintains a technology refresh schedule for systematic replacement of all equipment, resources allowing. For immediate support services, the campus uses HelpDesk software (TrackIT) to process work requests, and maintains a running list of all work order requests, as well as a list of all IT projects for the college. Based on the number of work orders that are unable to be resolved quickly and IT projects in the queue, additional technical support for the community may be necessary. A new draft Service Level Agreement sets expectations for the college in prioritizing the urgency of a request or incident, the target response time from IT, and some end-user responsibilities. The college IT performance evaluation survey (2014) gave useful feedback and resulted in some changes. Student workers received more customer service training and lanyards identifying them as IT student workers. The IT director also began to produce a Technology Support Services weekly report, which contains weekly metrics for IT support provided, IT requests still waiting, major projects, and IT highlights. E-mail regarding security processes or warnings about viruses or scams is sent to employees, with follow up face-to-face training as necessary.

The Technology Advisory Group brings campus representatives together for decision making and prioritizing of IT. The group confirms that college plans align with district IT plans, operationalize district projects as necessary, and analyze initiatives coming out of individual program reviews for viability. This committee works with the Budget Resource Committee and the vice president of business and administrative services to make recommendations regarding technology resource requests. Based on demand from program reviews, IT recently upgraded the wireless on campus, replacing old access points, adding over 50 new access points, and installing wide range outdoor access points in the athletic area and where students regularly congregate. In recent facility updates, certain classrooms were redesigned to have 3-D interactive glass walls, state of the art projection systems, and surround sound to support specific programs and the college mission. (Standard III.C.2)

The District has a multi-tiered approach to maintaining the reliability of technology at all its sites. Administrative Policy 3720 defines acceptable use for computers and campus networks. When first hired, all employees must agree to the terms of the policy prior to gaining access to the system. Students must click an End User Agreement (EUA) to use the systems. If the policy is changed, IT deploys a splash screen which requires all users to agree before allowing them to proceed. Use of network shared folders which are backed up nightly is encouraged. VPN access is limited for security purposes, anti-virus software is installed across campus, and other failsafe measures are in place to ensure the network remains secure and virus-free. NetBotz is used to monitor hardware for over-heating, and the district has a disaster recovery plan in place, with servers at Moorpark College, and redundant backups at each of the three colleges. (Standard III.C.3)

Training is available for faculty and staff in the effective use of technology. Two full-time instructional technologists/designers provide opportunities throughout the year for training. Faculty are required to participate in training prior to teaching online or web-enhanced classes. The Distance Education (DE) Advisory Committee works closely with IT to implement many initiatives. This enthusiastic committee has an ADA advisor from DSPP (EAC) to assist with compliance issues, a dean of DE to advocate for resources, both instructional technologists, and numerous DE faculty. Faculty can use a sound absorbing lab to create video content for their classes, or to participate in group trainings. An additional lab for staff and faculty holds both Macintosh and PC computers with oversized monitors for easier course design work, scanners, a large color printer, and other cutting-edge technologies. The committee reports there is integration of a Quality Matters rubric, and of student learning outcomes in DE. As part of the Online Educational Initiative, Ventura College is in the process of switching their learning management system from D2L to Canvas. As a statewide adoption, Canvas will provide a significant financial savings for the institution and provide a robust and secure infrastructure for DE courses. Training in course migration is already available.

Other training sessions throughout the year focus on technology used in the course of business on campus, such as Lync phone systems, or training for staff in safety practices such as Ergonomics. Online training from third parties are also available to faculty and staff, for example Keenan blood borne pathogens training, or numerous courses through Lynda.com. Training supports programs, services, and teaching and learning effectiveness. (Standard III.C.4)

AP 3720 (Administrative Permissions for Information Technology Resources) and BP 3720 (Computer and Network Use) guide the appropriate use of technology. There are also computer use policies in the lab on Ventura College campus to guide the many users who utilize the computers in the open lab. The college and the district each have a committee to prioritize how technology resources will be allocated for infrastructure equipment and hardware, and utilize a planning process for replacement of older equipment and incorporation of new technologies. (Standard III.C.5)

Conclusion

The college meets the Standard. The team commends the college for the support of innovative technology including hardware and software, website expansion, data dashboard, and training and support in distance education. (II.A.1, II.A.7, III.A.14, III.C.4)

Standard III.D: Financial Resources

General Observations

Ventura College is fiscally stable enabling it to support student learning programs and services. The distribution of resources supports the development, maintenance, and enhancement of programs and services. The Ventura County Community College District (VCCCD) and college have adopted fiscal policies and procedures that provide strong guidance for budget development process and fiscal and budget management procedures as well as a reserves policy. These policies also provide the context for strong controls to protect the college and District's financial resources. The District and college utilizes a participatory governance model to help inform the allocation of financial resources integrating its program planning with budget development.

VC's general fund budget is \$56.2 million, which provides adequate resources to support ongoing student learning and support services as well as educational improvement expenditures. The District has a strong level of unrestricted reserves projected to be 17.3% in 2015-16 providing The District and college with adequate fiscal resources to endure sudden changes in State funding or emergencies, and thus ensuring the college's fiscal stability. The District has established policy delineating reserves and how they are to be utilized. The District and college also provide effective fiscal reports to ensure effective fiscal management and monitoring of fiscal resources.

In addition, the college is part of the Statewide Association of Community Colleges (SWACC) to insure the District against major general liability and property loss issues. The District is currently actively funding its Other Post-Employment Benefits (OPEB) liability, setting aside funding into a non-revocable trust. Through June 30, 2015, \$17.1 million had been deposited into the trust.

Findings and Evidence

The colleges and District work closely on the allocation of resources. There are two unrestricted fund allocation models that are utilized to distribute funding to the colleges. One model allocates funds for general operations and the other for infrastructure requirements. Both models are reviewed annually through a participatory governance process. The District recognizes the colleges' needs to direct their resources based on their own plans and objectives in meeting the needs of their diverse populations and constituencies. Once the funds are distributed from the District, the college utilizes its own internal model for addressing the funding needs of its particular programs and services.

The college integrates program evaluation and resource allocation in the integrated planning/program review/budget process, in which programs and services update their current status and project future needs, using a rationale based on an analysis of student learning outcomes and service unit outcomes. This annual process is used to establish priorities between competing needs so that the college can remain flexible should budgets be increased or decreased without warning during the budget planning period or the fiscal year.

The District/college development process begins in October and runs through adoption of the final budget in September. The District Council on Administrative Services (DCAS), in collaboration with the vice chancellor of business and administrative Services, reviews the allocation model and updates budget premises for changes in the State budget and other factors impacting the district and college budgets. This committee forwards the premises, tentative budgets and final budgets for approval by the board of trustees each year. The college also has an annual process of budget status reviews conducted at mid-year and year end. (Standard III.B.1, ER 18)

The college's fiscal planning is driven by the ongoing and systematic cycle of evaluation, integrated planning, and re-evaluation with the college's mission being the primary driver for the distribution of resources. From the EMP the college derives its strategic plan with associated goals and initiatives. These are incorporated into the program review process and which are then incorporated into the budget planning process. This process is described in the Integrated Planning Manual. Resulting faculty, staff, technology, facility and equipment needs are reviewed and prioritized for presentation to the administration by four participatory governance committees which are informed by presentations from division representatives: the Faculty Staffing Priorities Committee, the Classified Staffing Priorities Committee, the Technology Advisory Group which reviews requests for computers and instructional technology, and the Facilities Oversight Group (FOG) which reviews and ranks requests for new or upgraded facilities. Upon adoption of a final budget, the vice president of business and administrative services publishes funding initiatives approved by the president that are included in the adopted budget.

The college administration follows the completion of the budget process with the issuance of Planning Parameters for the next fiscal year. The Planning Parameters serve as the fiscal and operational guidelines for the preparation of program reviews and other planning documents in concert with the development of the next fiscal year budget. The Planning Parameters reference the District's goals and strategic plan, which inform the college's fiscal planning decisions. In addition, the Planning Parameters describe the projected budget outlook for the state, the District, and the college for the next fiscal year and discusses trends in enrollments, changes in state laws, and internal and external risks to the fiscal health of the college and the District. The document also details which of the college's programs are at risk of being discontinued and the criteria for determining how and why those programs were identified. All fiscal and business affairs policies and procedures are contained in Chapter 6 of the board policy manual. These policies and procedures are available online at the District website. Fiscal policies and procedures are established and codified at the District. The DCAS reviews changes to fiscal policies and presents their input to the District Consultation Council that is represented by all key district and college stakeholders. The college Budget Resources Committee (BRC) reviews and provides input on behalf of college departments to the District on fiscal policies and procedures, budget development parameters, and other administrative operational issues.

The District and college provide significant access to fiscal information to budget managers and college stakeholders for budget management and transparency. The college budgets for the current fiscal year and the four most recent fiscal years are posted on the Ventura County Community College District website. College divisions and departments have access to their

own budgets through fiscal reports available from the Banner administrative software system in order to facilitate monitoring and maintenance. In addition, the vice president of business and administrative services distributes a monthly email update on fiscal and other administrative issues or matters to the campus and participates in periodic campus forums that provide a platform for discussion of fiscal and other issues. The college also provides employees access to a portal with business tools to guide employees through the steps and forms needed to conduct business operations.

To ensure sufficient property and liability insurance coverage for the college, the District participates in the SWACC, a member owned and operated property and liability Joint Powers Authority (JPA). The JPA provides coverage from loss for property, general liability, automobile liability, errors and omissions, crime, equipment breakdown, and various insurance policies as required by the District. Included in the JPA program is the Schools Association for Excess Risk (SAFER) JPA. SAFER provides for an excess casualty program. VCCCD also contracts with Student Insurance for administration of the student and athletic insurance. The District also contracts with Ascension Collegiate Solutions for the international student insurance program. (Standard III.D.2)

Board policy 6200 establishes the criteria and time line for budget development and adoption. The DCAS reviews and recommends budget assumptions and guidelines that are shared with the college's BRC, the local participatory governance budget advisory body. DCAS ultimately recommends the budget assumptions and guidelines to the Chancellor's Cabinet. Once the budget assumptions and guidelines are adopted, departments develop their budget requests. These requests are then reviewed by administration which reconciles the requests to the level of allocated resources. The president then approves the budget for submission to the board for adoption. As described in III.D.2 above, all constituencies have appropriate opportunities to participate in the development and prioritization of institutional plans and budgets. (Standard III.D.3)

The comprehensive and detailed Planning Parameters discussed in III.D.2 above frame discussions of institutional priorities and planning in context of realistic assessments of financial resource availability. The document includes a discussion of budgetary challenges faced by the District, such as stagnant enrollment, unfunded liabilities, and the shifting of state funding from general fund to categorical funds. At the college level, the budget discussion notes mandatory expenditure increases due to rising salary and benefits costs and the increased costs for services such as utilities. (Standard III.D.4)

The board of trustees has established fiscal policies regarding purchasing (BP 6300) and cash management (BP 6302). These policies outline fiscal control procedures designed to protect the districts cash and acquired assets such as equipment, materials and supplies. BP 6330 authorizes the vice chancellor of business and administrative services to purchase supplies, materials, apparatus, equipment, and services as necessary for the efficient operation of the District. Purchases are governed by Section 20651 of the California Public Contract Code (PCC) and the California Public Contract Code, Section 22000, per the California Uniform Public Construction Cost Accounting Act applicable to construction related contracts. The District Purchasing Department has responsibility for managing the procurement policy as it relates to the

acquisition of all equipment, supplies and services. In addition, for any purchase orders, contracts, leases, rentals, memoranda of understanding (MOUs), and service agreements, the district has established a limit of \$50,000 on the authority for the chancellor or vice chancellor of business and administrative services to pre-approve contracts. Any contracts exceeding \$50,000 require formal board of trustee approval. Further, employees and members of the board of trustees must report any potential conflicts of interest. In particular, trustees must disclose any potential conflict of interest, in public session, before the approval/ratification of a purchase order.

To further ensure fiscal integrity as part of the District's annual audit process, upon learning of report findings the vice chancellor of business and administrative services convenes meetings with all parties or operating sub-units that have been cited in the audit's findings and recommendations sections. During those meetings, district staff review appropriate corrective actions and provide a response to the auditor before the report is released. A board audit subcommittee reviews the audit report, recommendations, and responses in detail and submits the report to the full board for acceptance. Subsequently, the District implements the corrective actions and ensures compliance. Mid-year, the board audit subcommittee reviews the status of progress toward accomplishment of the corrective actions. The District received two audit findings over state compliance for the fiscal year ending June 30, 2014. The District created a correction action plan to address both findings. As a result, there were no compliance findings for the fiscal year ending June 30, 2015. (Standard III.D.5, III.D.7)

The District's and college's financial documents have a high degree of credibility. The 2015 audit was unmodified and contained no findings. The budget document is extensive and highly detailed. As discussed above in III.B.1, the District's two unrestricted resource allocation models are reviewed annually and the college's governance process provides stakeholders a platform for input into the budget proposals. The District also provides college budget monitoring and maintenance tools to ensure accuracy in the processing of transactions. In addition, the District follows BP 6300 which outlines fiscal controls to be followed. (Standard III.D.6)

Part of the annual District audit includes a review by the auditors of fiscal controls. The following excerpt from the 2015 Annual Report describes what the external auditors perform with regards to the District and colleges internal fiscal controls:

...In accordance with Government Auditing Standards, we have also issued our report dated December 2, 2015, on our consideration of the District's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, grant agreements, and other matters. The purpose of that reports to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing,

Though the audit does not express an opinion about the internal controls and compliance requirements, it does provide information to the District and college regarding their controls. In addition, audit findings give immediate information on compliance and control weaknesses that the District and college act upon immediately to rectify. In an interview, the fiscal supervisor indicated that VC had done a complete review of cash processing on the campus within the last

three years. That review resulted in identifying areas of improvement for cash handling and controls. That information was used to develop and implement cash handling procedures at the campus in accordance with BP 6300 and BP 6302. The District also conducts independent annual external audits for its bond program. The bond program has never received a qualified or modified audit opinion. Financial and performance audits for the bond program are reviewed and approved by the board of trustees' Finance and Capital Planning Subcommittee, and the District's Citizens' Bond Oversight Committee. (Standard III.D.8)

The District has sufficient cash flow to maintain stability with contingency plans to meet emergencies and unforeseen occurrences. The college's annual ongoing general fund budget is developed into four primary categories and is managed accordingly.

1. General Fund–Unrestricted represents revenues and expenditures that support most educational programs and services throughout the district, including instruction, student services, maintenance and operations, and administration.
2. General Fund–Unrestricted Designated-Infrastructure represents revenues and transfers that have been specifically designated by the board to be used for infrastructure needs including scheduled maintenance and capital furniture; library materials and databases; instructional and non-instructional equipment; and technology refresh and replacement (hardware and software).
3. General Fund - Unrestricted–Designated represents revenues and expenditures associated with contract education, entrepreneurial programs, civic center, and other activities, which are initiated by the colleges and are intended to be self-supporting.
4. General Fund–Restricted represents revenues and expenditures supporting educational services whose resources are restricted by law, regulation, grant terms and conditions, categorical funding agencies, or other externally imposed restrictions.

The District and college maintain adequate reserves to meet one time cash flow needs as required. At the beginning of FY16, the combined unrestricted ending fund balance to prior year expenditures ratio was 29.1%. The projected 2015-16 ending unrestricted fund balance is \$25.4 million (17.3%).

The District and college designate reserves as follows:

1. General Fund Unrestricted-Designated Reserve: State-Recommended Minimum Prudent Reserve Level (5 percent – To ensure the District does not drop below this minimum 5% requirement (\$7,991,634), the board authorizes the segregation of this amount in a reserve designated for that purpose.
2. General Fund Unrestricted-Designated Reserve: Reserve Shortfall Contingency – The board of trustees has designated that this reserve should be a minimum of \$3,000,000 and will be used only to cover unanticipated mid-year revenue shortfalls (including, but not limited to, statewide property tax shortfall, enrollment fee shortfall, and general statewide

deficit), thus negating the need for midyear reductions in site operating budgets. for fiscal year 2015-16, \$5 million was budgeted.

3. General Fund Unrestricted-Designated Reserve: Marketing, Emergency Preparedness, STRS, Energy Efficiency, Enrollment Growth – The board of trustees has designated that these reserves in total should be (\$5,800,000) as of September 2015 and will be used only to cover planned District wide expenses related to noted areas.
4. General Fund Unrestricted Reserve: Unallocated – This reserve is made up of the remaining ending balance after the reserve requirements above have been met. In September 2015, this amount was (\$6,648,593); the fund consists of the remaining balance that has not been designated for the other reserves or uses. This balance was maintained in large part to augment cash to handle the significant cash flow requirements of the District to accommodate any state deferrals in apportionment dollars. The unallocated reserves can also be used to cover any mid-year budget reductions beyond what has been designated in the Revenue Shortfall Contingency Reserve and for any other unanticipated/unbudgeted expenditures approved by the board or any one-time use of funds included in the budget.
5. General Fund Unrestricted-Designated Reserve: Budget Rollover: After years of allowing onetime exemptions, the Board approved the recommendation to permanently increase the carryover limit from one percent to two percent. This reserve was fully distributed as a part of budget development process.

Recognizing the extensive infrastructure and one-time expenditure needs that cannot be met through existing budgets, in November 2014 the board approved designated a portion of the Unallocated Ending Balance to address The board designated \$7,900,000 of the unallocated reserve to fund:

- Distributed Marketing: To support enrollment growth throughout the district
- Emergency Preparedness: To address the District’s emergency preparedness needs
- State Teachers’ Retirement System: The fund was created to address the rising annual costs of the STRS plan
- Energy Efficiency: To address current and future challenges with sustainability at all three colleges
- Contribution to Other Post-Employment Benefits (OPEB)
- Enrollment Growth initiatives

Further demonstrating that the college has adequate cash flows, the District has not had to issue Tax Revenue Anticipation Notes (TRAN) to meet short-term cash flow needs for the last six years. The District also utilizes SWACC, SAFER and Student Insurance to address strategies for risk management and is discussed in III.D.2 above. (Standard D.III.9)

The District has adopted board policy outlining required controls and other fiscal management requirements for all district and college fiscal matters (BP 6300 through 6370) These internal controls and other fiscal policies are applied to all of the District’s financial aid, grants,

externally funded programs, contractual relationships, auxiliary organizations or foundations, investments, and other assets. The District's vice chancellor of business and administrative services and college's vice president of business and administrative services hold monthly meetings to discuss fiscal matters of the District and colleges. In addition, the district Fiscal Services Department acts as a liaison between the various programs and the associated funding agency for fiscal related compliance matters. In addition, this office collaborates with college Business Offices to provide budget maintenance and support for the program managers for the various grant and categorical fund programs. The District's annual external audit includes an examination of internal controls and testing of state and federal compliance areas for restricted and auxiliary activities such as Student Health Center, Child Care Center, trust and agency accounts, categorical programs, the Ventura College Foundation, as well as other restricted contracts and grants. As part of the District's preparation for the annual external audit, the District reviews, reconciles, and internally audits financial aid transactions specifically in the areas of return to Title IV requirements. These reviews become the basis for the District complying with the required financial reports related to Title IV funding. Further evidence of the District's and college's strong fiscal management for these restricted, trust, agency, categorical and auxiliary funds is the 2015 external audit containing no findings for State or Federal compliance. Finally, the board has also adopted policies governing the Districts investments. Board policy and administrative procedures BP/AP 6320 require three primary considerations for investment of college funds: (1) safety of principal, (2) adequate liquidity, and (3) return on investment. (Standard III.D.10)

The District and college maintain adequate resources to ensure the institutions solvency. The District's projected general fund revenues is \$183.7 million for 2015-16. Unrestricted revenues account for \$144.3 million (81.42%) of the total General fund. Short- and long-term planning is incorporated into the District and college budget development process. The budget allocation model includes a component for funding specific infrastructure projects. As described in III.D.9 above, the budget includes projections for reserves and the delineation of how the reserves will be used, which also addresses short- and long-term needs. The District currently has projected unrestricted reserves of \$25.4 million (17.1%). Further indications of planning for short-term and long-term obligations were illustrated by projections of the impact of long-term increases in STRS and PERS costs provided to the team during interviews with the vice chancellor of business and administrative services. These projections had been presented to the board of trustees. The District's compensated absences and banked load obligations are not significant and total only \$3.6 million. This obligation is easily covered by the Districts unrestricted reserve levels. (Standard III.D.11)

The District's other major long-term liability is its Other Post Employment Benefit (OPEB) obligation which is a commitment to provide health benefits for the District's retirees. As of November 2014 the Districts projected actuarially accrued liability was \$138.3 million. The District has through June 30, 2015, set aside \$17.1 million in a non-revocable trust to assist in funding this obligation, leaving an unfunded actuarially accrued liability of \$121.3 million. Currently, the District is making annual contributions of approximately \$1 million per year to a non-revocable trust to address this obligation. The institution has established internal labor rates to charge against payrolls generated to set aside funding to meet the District's annual OPEB ARC obligation and is accounted for in a Retiree Health Benefits fund. The 2015-16 budget

included a projected expenditure for post-retirement benefits of approximately \$12.8 million for all funds. Health benefit premium costs for retirees are paid directly from the Retiree Health Benefits fund and are estimated at \$11.8 million. The difference between the two actual amounts is planned to be transferred to the irrevocable trust to help mitigate the District's long-term liability. Through June 30, 2015, the District had made contributions to a non-revocable trust of \$17.1 million. The District's OPEB actuarial report is current, having been completed in November of 2014. The team believes the District should consider reevaluating its current level of contributions to the non-revocable trust. With the net liability of \$121.3 million, the current level of contribution to the non-revocable trust may not be adequate in the long term, requiring additional funding to meet the total obligation. (Standard III.D.12)

The District's primary long-term debt is from the general obligation bonds issued for Measure S (\$322.7 million outstanding debt balance as of June 30, 2015), which will be paid for by the local taxpayers. Measure S was approved by voters of the District in 2002 for the construction and rehabilitation of facilities. Measure S is also overseen by a Citizens' Bond Oversight Committee as required by Education Code Section 15278. Other than the Measure S Capital Bond, which is repaid by taxpayers, the college and District do not have any other locally incurred debt obligation. (Standard III.D.13)

The District Board of Trustees has adopted policies and procedures governing auxiliary activities, fund-raising efforts, and grants. Long term debt and other liability obligations of the district are addressed in III.D.11, III.D.12 and III.D.13 above. The board has adopted Board Policy 3280 and AP 3280 which governs the application, review and approval process for grant applications. This policy is designed to ensure grant applications will supplement institutional efforts to enhance the learning environment for students and is in alignment with identified and articulated needs and the institution's mission and goals. In addition, the policy provides parameters to ensure compliance with granting agency requirements. All grants are reviewed by the Chancellor's Cabinet prior to final approval and submission to the granting agency.

Board administrative procedure AP 6700 provides guidelines for the college's rental of college facilities to external entities. The college's vice president of business and administrative services is responsible for coordination and oversight of these activities as well as compliance with the Civic Center regulations. Fees collected for facility rentals are utilized to offset staff expenses, supplies, and repairs directly related to the use of the college facilities and equipment. The college outsources both its cafeteria and bookstore functions. The cafeteria operations have been replaced with vending choices along with food truck services. The college's self-managed cafeteria operations were discontinued in 2012 due to having to annually offset financial losses incurred by the cafeteria operations. In 2014, the bookstore transitioned from being self-operated to operations managed by Barnes and Noble. Revenue from vending, food truck and bookstore commission are allocated in support of student learning. These outsourced operations are overseen by the District's vice chancellor of business and administrative services. Student club activities are overseen by assigned advisors. Both advisors and student club members receive training in fundraising and fiscal management of student trust account funds. All transactions are processed through the college's Student Business office. Club fundraising activities require the pre-approval of the vice president of business and administrative services. Club expenditures require the approval of the director of fiscal Services. The Ventura College Foundation is

operated under the guidance BP 3600 and its accompanying AP 3600. These board policies and procedures require that the District and the Foundation enter into a master agreement that delineates the services, programs, or functions the auxiliary organization is to manage, operate or administer. Also included in the agreement is a statement of the differences between the Foundation's and District's functional procedures; the areas of authority and responsibility of the Foundation and the college; the facilities and services to be made available by the District to permit the Foundation to perform the services, programs or functions specified in the written agreement; the disposition to be made of net earnings derived from the operation of the Foundation; and the requirement of the Foundation to maintain its organization and to operate in accordance with applicable Education Code and Title 5 Sections as well as VCCCD Board policy. The Foundation undergoes an external audit each year and the results are presented to both the Foundation's board and the District's Board of Trustees. (Standard III.D.14)

The college currently has a student loan default rate of 18% well below the 30% threshold for USDE to take initial intervention actions. The college has also taken proactive steps to assist in managing their students' loan defaults. The college has contracted with USA Funds, which is a national default servicing company to reach out to delinquent borrowers requesting payment. VC's financial aid department regularly monitors student financial aid activity and offers loan and debt counseling and financial aid workshops. The college also offers to students Financial Aid TV which provides students the ability to access specific detailed information concerning debt management and completing the Financial Aid process. The financial aid department coordinates the completion of all USDE compliance reports. The department further conducts regular reconciliations and is reviewed annually by the external auditors for Title IV compliance. Any audit deficiencies identified are addressed immediately. (Standard III.D.15)

The District and college enter into a variety of different contract agreements with external entities for services to directly support the college's programs and services to meet its mission and goals. Agreements are entered into for personal and professional services, lease purchase agreements, instructional programs and services, contract education, and facility usage agreements. The contract terms and conditions are governed by a series of board policies and administrative procedures to ensure compliance with California Public Contract Code and Title 5 regulation. Legal counsel is also utilized to review and/or develop contracts requiring a high level of technical review. In addition, district purchasing practices associated with contracts are reviewed as part of the annual audit and program planning review process. (Standard III.D.16)

Conclusion

The college meets the Standard and ER 18.

STANDARD IV LEADERSHIP AND GOVERNANCE

Standard IV.A: Decision-Making Roles and Processes

General Observations

The college's institutional leaders have created an inclusive environment of participatory governance. They support administrators, faculty, staff, and students to improve best practices through planning, program review, budget development and allocation processes.

A review of the Ventura County Community College District Decision-Making handbook and the college's Making Recommendations at Ventura College handbook describe an inclusive decision-making process at the college. The roles of administrators, staff members and faculty are clearly defined. In accordance with policy and by making recommendations, the Academic Senate and faculty are responsible for guiding curriculum and student learning outcomes. Through interviews and the review of minutes, the team was able to verify that decisions are made according to the Making Recommendations handbook with faculty, staff, students and administration involved in the open and transparent process. The resulting decisions are communicated and made available to the college community through electronic media.

Recently the decision-making processes were evaluated, and revisions were made to the Making Decisions at Ventura College handbook and the Ventura County Community College District Decision-Making Handbooks.

Based on a review of the policies for participatory governance, interviews with Board members, faculty, staff, and administrators, there is transparency within the college's planning process, with defined roles of faculty, staff, students, and administrators with an emphasis on student success. The decision-making process is communicated to the college community in a timely manner, through electronic media, open forums, or committee meetings.

Findings and Evidence

The college has established a culture of community, transparency, and collaboration in the decision-making processes within the college. The college operates within a well-defined governance environment that includes participation from the Administrative Council and the Academic Senate who meet twice a month, the Classified Senate who meet twice a monthly, and the Associated Students of Ventura College who meet weekly. The Ventura College's Integrated Planning Model is facilitated by the College Planning Committee, Budget Resource Committee, Facilities Oversight Group, Technology Advisory Group, and the Faculty and Classified Staffing Priorities Group. A timeline for development is published as the 2010-2019 Ventura College Planning Timeline. Through this planning process the college is able to create an annual strategic implementation plan based on the Ventura Educational Master Plan, Facilities Master Plan, and Technology Master Plan. The annual implementation plan flows from the annual planning priorities, program review and plans, resource allocation, implementation activities, and evaluations. Data is used to inform the college's Strategic Improvement Plan and supports the long-term development and improvement of

programs and services focusing on student learning. In addition, grants from the Ventura College Foundation provide opportunities to faculty and staff. Educational Enhancement Grants Program supports innovation and increases student learning through alternative funding for educational success. Faculty and staff can apply to the foundation for classroom materials, to develop additional teaching methods, or to provide services to enhance the educational process. (Standard IV.A.1)

The college decision-making structure is defined in the Making Recommendations document that lists the governance and operational committees and defines membership, intent of the committees, and meeting times. The college relies on faculty through the Academic Senate for recommendations on academic matters, curriculum, student learning, development and programs. Board policy specifies that the board of trustees work with the Academic Senate in academic and professional matters under the mutual agreement option in all “10+1” areas.

The college should be congratulated for their efforts to further define the role of the classified employees in the decision-making process. Through the interview process, along with evidence presented, it was observed that the Ventura College Classified Senate has made substantial progress in a very short time to increase their opportunities to participate more fully in college decision-making. The development of 9+1, referenced in the Making Recommendations document, specifically provides these opportunities for classified staff to have a stronger voice in the college decision-making process. Since the implementation of the 9+1, the committee structure has shifted from faculty having a majority voice on the College Planning Committee, the Budget Resource Committee, and the Student Success Committee, to a representation of 50% faculty and 50% classified, administration, and student membership. Based on the interviews conducted, this has led to an increased sense of empowerment and commitment on the part of the classified staff with a goal of providing an environment for student success. Classified Senate representatives also conveyed a desire for a communication process that provides for student success across all levels of constituencies, which has been supported and encouraged in a very positive manner by the current college president. Dialogue with the Associated Students of Ventura College exists to make recommendations to Ventura College administration and the Board of Trustees at the district in matters pertaining to students. (Standard IV.A.2)

When it comes to institutional governance, the Making Recommendations document describes and defines the roles of administrators and faculty in institutional policies, planning, and budget. The team found that despite the recent turnover of upper management, the college’s administrators and faculty, along with the College Planning Committee, had been successful in maintaining progress in these areas. (Standard IV.A.3)

Roles of faculty and administrators are clearly defined in sections of board policy and administrative procedures. In addition, the Curriculum Handbook describes the practices for curriculum development and review process including the specific roles of program faculty, department chairs, deans, and administrators. The Curriculum Committee is the primary body responsible for managing the curriculum development and review process. All course and program approvals are forwarded to a District Technical Workgroup-Instruction, which reviews the proposals for technical compliance before materials are sent to the Board for approval. (Standard IV.A.4)

Ventura College has created an environment of transparency with decision-making involving faculty, staff, students, and administrators. All governance committees, including public meetings, perform according to the Brown Act. Information is shared through open forums and email with the college president and vice-presidents in a timely manner. (Standard IV.A.5)

Communication in the resulting decisions is sent to the community through digital channels, online, emails, website postings, and newsletters. All board policies and procedures regarding leadership roles and the Making Recommendations at Ventura College are regularly reviewed every three years. College and district committees self-assess their overall effectiveness annually. Periodically, the college sends out employee satisfaction surveys to determine the effectiveness of the decision-making process. (Standard IV.A.6, IV.A.7)

Conclusions

The college and District meet the Standard. The team commends the college for the expanded inclusion of classified staff through defining the 9+1 within their governance structure. (IV.A)

Standard IV.B: Chief Executive Officer

General Observations

The college president guides all levels of institutional academic improvement through program and services assessment and planning and resource requests as is described in the Ventura College Making Recommendations handbook.

Findings and Evidence

The college president, or college CEO, is responsible for overseeing established policies, campus operations and procedures that directly improve the learning environment. Board Policy BP 2430 Delegation of Authority defines the roles and responsibilities of the chancellor that may be delegated to the president of Ventura College (VC). The president of VC has primary authority for institutional quality and provides for effective leadership in planning, organizing, budgeting, selecting, developing employees, and assessing campus effectiveness.

The president and vice presidents develop annual college planning parameters as a strategy for institutional improvement. Institutional improvement through the College Planning Committee is directly linked to the Educational Master Plan, the 2013-2016 Strategic Implementation Plan, and the Annual Planning Report. On an annual basis, the president and the vice presidents develop planning parameters for review and development by the College Planning Committee, along with the annual program review informs the direction of the college, and the allocation of resources through the Budget Resources Committee. The Ventura College Educational Master Plan 2009-2019 has served to set goals during the transition from the previous president to the current one who worked with the College Planning Committee to update the master plan framework and create an addendum in 2015 to respond to external economic factors and to narrow the focus of the goals for the college. The College Planning Committee has established a timeline to develop a new five-year educational master plan covering the years from 2017 to 2022. The College planning process is published in the Ventura College Integrated Planning Manual. The president approves all recommendations from the College Planning Committee and is responsible for obtaining approval by the Board of Trustees. (Standard IV.B.1)

The college president has responsibility for maintaining an administrative structure staffed to reflect the needs of the institution. During the 2015-2016 academic year, the president led an assessment of the College's administrative structure through participatory governance processes including input from the Academic Senate, Classified Senate, College Planning Council, and college forums. The resulting structure was approved by the Board of Trustees and resulted in a three vice president structure including vice presidents of Academic Affairs, Administrative Services, and Student Affairs versus one executive vice president and a vice president of Administrative Services. Minutes verify the broad involvement of constituents in this major reorganization. (Standard IV.B.2)

The president, working through the college's administrative, governance, and planning structure, oversees the development of the College Educational Master Plan, and Annual Planning Priorities. Through this structure he is able to support and guide the development of programs

and initiatives to improve teaching, learning, and student success. An example of this is the process used to establish the new Institutional Equity and Effectiveness Unit, the use of data that informs the college's resource allocation, and providing guidance to the establishment and review of the Institutional Set Standards. Another example is the college's participation in the Achieving the Dream. The president meets regularly with the president of the academic senate, holds forums, and communicates regularly to share information and receive input from constituents. Through this the president sets the college's direction to achieve the mission of the institution. (Standard IV.B.3)

The president has the ultimate responsibility for the college in meeting college-level regional (ACCJC) and programmatic accreditation compliance and to implement continuous improvement as well as in coordinating with the district chancellor and district council on district-level accreditation and planning responsibilities. The president assigned the vice president of academic affairs (ALO) and one faculty member to serve as co-chairs of the self-study for reaffirmation. The president has served on an ACCJC visiting team and is familiar with the accreditation process. He encourages college personnel to participate in accreditation activities. (Standard IV.B.4)

Through the vice presidents (Academic Affairs, Student Affairs, and Administrative Services), the president oversees and holds primary responsibility for compliance with board, state, federal and accreditation requirements. The president is responsible for the coordination of compliance across the college, among the vice presidents, and with the district chancellor and vice chancellors. Interviews with a wide range of college personnel verified the president leads the college's compliance efforts, coordinates with the district when appropriate, and communicates compliance requirements across the college, and administrative and governance structure. (Standard IV.B.5)

The president promotes communication and involvement with the community. The president supports communication within the College and District through periodic newsletters, campus forums, interaction with college committees and council, and attending and participating in college functions. The Ventura College Foundation publishes an annual community report that is widely distributed, and the president is actively involved with the Ventura College Foundation, as well as local community educational and service organizations. He is a member of the Board of the Ventura Chamber of Commerce, the Workforce Development Board of Ventura County, and the Rotary Club of Ventura. (Standard IV.B.6)

Conclusion

The college and District meet the Standard.

Standard IV.C: Governing Board

General Observations

The Board of Trustees of the Ventura County Community College District (VCCCD) is comprised of five trustees, each representing distinct geographic areas along with a student trustee that provides effective leadership for the District that includes Oxnard College, Moorpark College, and Ventura College. Board members are elected for a four-year term with staggered terms and a biennial elections cycle.

Based on a review of the policies, cycle and process for review of policies, the Board self-evaluation, and interviews with Board members and college personnel, the Board is exercising its position as described in Board Policy and communicated in the VCCCD Decision-Making Handbook. The District should continue to refine policies, make them readily available to the community and update the Table of Contents for its policies.

Findings and Evidence:

The roles of the Board are clearly defined by state law and local policies that are written in Board Policy, updated on a routine and systematic five-year cycle, and reflected in minutes of Board meetings. Board Policy 2200 Board Duties and Responsibilities define Board authority and responsibilities in assuring academic quality, integrity, effectiveness, and financial stability of the District. The Board operates as a collective entity as evidenced in a recent vote on a proclamation to support President Obama's Promise Program. The Board has meaningful discussions and once the Board reaches a decision, all members of the Board act in support of the decision. (Standard IV.C.1, IV.C.2, ER 7)

Board Policy and Administrative Procedure 2431 specifies the process for the selection of the Ventura Community College District Chancellor, and BP/AP 7120-B specifies the selection process for the President of Ventura College. Both policies include the involvement of key constituents. The evaluations of the chancellor and college president are performed annually based on commonly agreed upon annual goals and objectives. (Standard IV.C.3)

The Board normally meets once a month under the guidelines stipulated by the Brown Act. Board meetings start with opportunities for public comment, and provide a forum for information sharing and public discourse. The Board conducts quarterly reviews of performance data and integrates feedback from governance committees and an annual self-assessment under the supervision of the Board office. This structured approach presents opportunities for input and dialog, and promotes internal and external communications. (Standard IV.C.4, ER 7)

The board has committees through which it exercises ultimate responsibility for educational quality, legal matters, and financial integrity: Finance and Capital Planning; Planning, Accreditation, and Student Success; and Policy, Legislative, and Communication. Board policies and operating procedures are published on the district website. BP 2100, 2200, 2210, 2220, and 2305 specify the Board's size, duties, responsibilities, structure, and operating procedures. (Standard IV.C.5, IV.C.6)

Board policies and administrative procedures are reviewed through the use of existing governance bodies including the District Technical Review Workgroup-Student Services, District Technical Review Workgroup-Instruction, District Council on Human Resources, District Council on Administrative Services, District Consultation Council, Chancellor's Cabinet, and District Administrative Council. The purpose and membership of these groups is described in the VCCCD Decision-Making Handbook. This process is aided by the District's subscription to the Community College League of California's "Policy and Procedure Service."

The scheduled review and revision of policies is tracked on the Human Resources/Student Services/Instruction BP/AP Review Tracking Spreadsheet. In examining the spreadsheet there were a number of discrepancies in dates between the spreadsheet and the policy posted on the District website (IV.C.6), as well as some policies could not be found. It is suggested that the District review each of the following policies to see whether or not they are current or if the links to the policies are broken:

- BP 3516 Registered Sex Offender Information
- BP 4026 Philosophy and Criteria for International Education
- BP 5012 International Students
- BP 5570 Student Credit Card Solicitation
- BP 6950 Drug and Alcohol Testing
- BP 7100 Commitment to Diversity
- BP 7370 Political Activity
- AP 7371 Personal Use of Public Resources
- BP 7380 Retiree Health Benefits-Academic Employees
- BP 7385 Salary Deductions
- BP 7400 Travel, AP 7500 Volunteers
- BP 7510 Domestic Partners, and BP 7600 College Police. (Standard IV.C.7)

The VCCCD Board regularly monitors student success and achievement of Ventura College and all colleges in the District. The goals are set and approved by the Ventura College's College Planning Committee in consultation with the academic senate each year, as well as short-term and long-term goals as required through the Institutional Effectiveness Partnerships Initiative. In addition, in June/July of each year, the board reviews the institutional effectiveness report for the District and each of the colleges, as is verified by Board minutes. Presentations are made throughout the year reviewing additional information including the Student Success Scorecard from the California Community College Chancellor's Office. Decisions are informed with data focused on student learning and achievements and are the result of broad based dialogue. (Standard IV.C.8)

Board Policy BP 2740 expresses that the Board is committed to its ongoing development including new trustee orientation. Board Policy BP/AP 2475 describes the process by which the board members complete an evaluation. Each year the Board conducts a self-assessment and is regularly evaluated by other governance and administrative groups. The Board reviews the results as part of ongoing assessment and improvement. (Standard IV.C.9, IV.C.10)

The Board has a published code of ethics and conflict of interest policy in BP/AP 2710 and BP/AP 2715. Each trustee completes an annual report on Form 700 Statement of Economic Interest as required by the state. (Standard IV.C.11, ER 7)

The Board delegates full responsibility and authority to the VCCD chancellor, the district CEO, to implement and administer Board policies without interference and hold the CEO accountable for the operation of the District through Board Policy BP 2430. The chancellor is evaluated annually as required by BP 2435 Evaluation of the Chancellor. (Standard IV.C.12)

The board is informed about ACCJC Accreditation and Eligibility Requirements through regular presentations throughout the year at Board meetings as well as at the Board committee on Planning, Accreditation, Student Success. (Standard IV.C.13)

Conclusions

The college and District meet the Standards and ER 7.

Standard IV.D: Multi-College Districts or Systems

General Observations

The Ventura County Community College District (VCCCD) is a multi-college district serving the needs of the County in three of its principal cities: Moorpark, Oxnard and Ventura. As of fall 2015, the District served 31,903 students at its three locations. The District's chief executive officer is a chancellor, who is selected by and reports directly to its locally elected five-member Board of Trustees. The chancellor selects and evaluates the three college presidents who are responsible for the effective operation of their respective colleges.

Findings and Evidence

In collaboration with the Board of Trustees, the chancellor communicates expectations of institutional excellence through annual Board goal setting and review of individual college planning and institutional effectiveness reports. The District sets and communicates its expectations of educational excellence and integrity throughout the District through goal-setting and review of key college reports on student outcomes and success and student equity. The District supports the effective operation of the colleges by providing centralized support functions, especially in the areas of fiscal services, human resources and information technology. Clearly defined roles, responsibilities and authority have been established between the colleges and the District as defined in the *District Functional Map*, *Decision-Making Handbook*, and *District Integrated Planning Manual*. (Standard IV.D.1)

The District chancellor clearly delineates, documents and communicates the operational responsibilities and functions of the district/system from those of the colleges and consistently adheres to this delineation in practice. The *District Functional Map*, the *Decision-Making Handbook*, and the *District Integrated Planning Manual* have been developed and refined through District committees with broad representation. The District provides centralized support for human resources, allocation of resources, and information technology. Stakeholders at all three colleges noted difficulty in the timely hiring of faculty, classified staff and administrators. However, it was also noted that conditions seem to be improving. The team encourages the District to continue to review staffing levels in the Human Resources Department to ensure that sufficient and timely staffing occurs at each of the colleges. (Standard IV.D.2)

The District has a well-written policy related to budget preparation that outlines the expectations of the Board of Trustees and is being followed. As stated in Board Policy and Administrative Procedure 6200 on budget preparation, the budget allocation model and the infrastructure funding model must be developed annually with appropriate constituency participation. The District Council on Administrative Services (DCAS) provides a participatory governance forum to ensure that there is an opportunity for individuals to voice their concerns related to the allocation models. In addition to DCAS, the vice chancellor of Business and Administrative Services regularly meets with the college vice presidents of Administrative Services to discuss opportunities and challenges. The vice chancellor also makes presentations to the board as needed to ensure that they are sufficiently educated on the current financial status of the District. In the most recent presentation, the vice chancellor addressed issues such as the cost of

negotiated settlements, and retirement system cost increases. The candid discussions related to the allocation models and distribution of funds ensures that the process is well-understood across the District. In addition, the vice chancellor established a task force on full time equivalent students (FTES) to begin conversations related to enrollment targets to ensure that all three colleges are working toward a shared goal.

Both the budget allocation and infrastructure funding models are data driven. The budget allocation model is completed using the number of FTES. Current conversations are focused on whether these calculations should be on target FTES or actual FTES. These discussions are taking place at DCAS. The infrastructure funding model has set criteria related to assignable square footage, number of computers and FTES. As part of the infrastructure model, there is an equal share component as well. The criteria used in the allocation models were established through conversation at vice presidents meetings with the vice chancellor and through the DCAS.

The District hires an external auditor on an annual basis to conduct a financial audit and a financial and performance audit on Measure S, their general obligation bond. The bond audits have been unqualified. On the financial side, there was an audit finding in year end 2013 related to the tracking of how material fees were expended. This finding has been resolved. In fiscal year end 2014, there were two findings. The concurrent enrollment finding related to the forms not being properly completed; the sample test showed an error rate of 20 percent. The second finding related to annual meetings for Extended Opportunity Programs and Services (EOPS) and Cooperative Agencies Resources for Education (CARE). In the review year, there was no annual meeting, which is not in line with the programmatic requirements. In all cases, the audit findings were rectified in a timely manner. In the most recent audit available for 2014-2015 fiscal year, there were no audit findings and an unqualified opinion was provided. (Standard IV.D.3)

The chancellor delegates full responsibility and authority to the college presidents to implement and administer delegated Board policies without interference. This includes the selection and oversight of the management team, accountability for budget development and fiscal status, and short and long term planning. The president ensures that the college meets and maintains accreditation standards, provides quality programs and support services, and that resources are managed to provide for long term operation of the college. The chancellor holds the college president accountable for his/her performance and the operation of the college. (Standard IV.D.4)

District planning and evaluation are integrated with college planning and evaluation. Planning uses data made available by the college, the District, and the State. All planning at the college level is in line with the mission, vision, and values established by the board for the District. The District's mission drives the colleges' missions, values and visions. The team encourages the District to finalize its strategic plan in accordance with and as defined in the *District Integrated Planning Manual*. (Standard IV.D.5)

There is regular communication between the District and the colleges. The chancellor, vice chancellors, and college presidents meet weekly both formally at the Chancellor's Cabinet and informally to discuss specific college needs and required District support. Communication

between colleges and the District through its governance committees ensures effective operation of the colleges. These meetings are regular, productive, and collegial. (Standard IV.D.6)

The District conducts climate, perception and communication surveys of students, faculty and staff to assess the effectiveness of District and college governance and operations. The results of these surveys are used to assess the effectiveness of the District in assisting the colleges with meeting educational goals for student achievement and learning. In addition, district wide governance committees conduct annual effectiveness evaluations. The results of these evaluations are discussed at District committee meetings and recommendations for improvement in processes and procedures are made. (Standard IV.D.7)

Conclusion

The colleges and District meet the Standard.

Recommendations

None

Quality Focus Essay Feedback

The Ventura College Quality Focus Essay (QFE) builds on college-wide conversations and activities the college was already engaged in for quality improvement. It is clear to the evaluation team that the Action Projects relate directly to Accreditation Standards, emerge from the institution's examination of its own effectiveness in accomplishing its mission in context or student learning and student achievement, are based on the institution's analysis of data collected, and identify areas of needed change, development, and improvement.

The first Action Project develops out of the college's participation in the Achieving the Dream approach. Data gathering and analysis in the year of inquiry revealed that a concentrated intervention effort in improving the number of students enrolling in English and/or math courses in their first semester would greatly increase their chances of success. The college has made progress to date, including piloting a Freshman Year Experience program and securing a basic skills transformation grant to implement high impact practices.

The evaluation team congratulates the college on this innovative undertaking that integrates a number of best practices. To be successful, the project relies on efforts in the areas of marketing, assessment, curriculum, and support. The team believes it is an excellent model of integrated planning at the nexus of basic skills, equity, and student success.

The second Action Project develops out of the work the college had already done with the Institutional Effectiveness Partnership Initiative. In November 2015, an IEPI peer review team visited the college and confirmed a need to improve the communication, trust, decision-making, and integrated planning among all the committees, workgroups, departments, programs, and levels. To date, the college has completed a revision of the Making Recommendations document, increasing newsletter communications from campus leadership, and identifying the RP Group's six success factors as a likely point of discussion.

The evaluation team appreciates the wide reach of this project, particularly the understanding that sustained improvements in student learning and achievement can come only from a healthy organization. It notes that during the visit employee groups communicated that they feel more empowered, validated, and energized already by the changes taking place. Classified staff in particular feel they now have a voice in the process. Team members suggest the project should strive to add concrete metrics in order to anchor what is in the end a highly qualitative initiative. More quantitative metrics, perhaps tied to national benchmarks, can help ground the project in achievable outcomes. They also noted the timelines for completion of the project are very short and ask the college to consider practices in the long-term so change does not just happen but takes root.

